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ABSTRACT

This paper reports a longitudinal study of the effectiveness of out-of-school Neighborhood Youth Corps (NYC) programs in four cities (Atlanta, Baltimore, Cincinnati, and St. Louis) in enhancing the employability of their enrollees. In 1970, when the study was undertaken, the NYC had just been redesigned to place more emphasis on education, skill training, and supportive services and less on work experience; and to concentrate on 16-and 17- year old school dropouts. One purpose of the research was to compare the new design program (NYC-2) with the old program (NYC-1). The selection of programs to study was based on considerations of their size, location, component characteristics, and research receptivity. Two of the programs (Cincinnati and St. Louis) had participated in a longitudinal study of NYC-1 programs. Overall results did not indicate the NYC-2 programs were more effective than NYC-1 programs in achieving employability for enrollees. The fact that study subjects often failed to utilize existing program resources suggested that the prospects for substantial improvement are more closely associated with policies of enrollee selection and retention. The limitation of NYC-2 programs to 16- and 17-year-old youth tended to overload the site programs with poorly-motivated and underachieving trainees. (Author/JM)

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A LONGITUDINAL STUDY OF SELECTED OUT OF SCHOOL NYC-2 PROGRAMS IN FOUR CITIES

by

Regis H. Walther & Margaret L. Magnusson

June, 1975

Final Report

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Research studied the effectiveness of redesigned NYC-2 in Atlanta, Baltimore, Cincinnati and St. Louis through longitudinal study of 502 NYC-2 enrollees; through comparisons with predecessor NYC-1 in two sites, and through experimental/control group comparisons in one site. Study results evidenced the seriousness of employability problems among young, disadvantaged school dropouts in the site cities. Program components associated with good employment outcomes included job placement, worksite job development and placement, and completions of skill training. Overall, however, results did not indicate that NYC-2 programs were more effective than NYC-1 programs in achieving employability for enrollees. While the strengthening of productive components might be expected to improve the effectiveness of NYC-2 programs, the fact that study subjects often failed to utilize existing program resources suggested that the prospects for substantial improvement are more closely associated with policies of enrollee selection and retention. The limitation of NYC-2 programs to 16- and 17-year-old youth tended to overload the site programs with poorly-motivated and under-achieving trainees.

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SUMMARY

This paper reports a longitudinal study of the effectiveness of out-of-school Neighborhood Youth Corps (NYC) programs in four cities (Atlanta, Baltimore, Cincinnati, and St. Louis) in enhancing the employability of their enrollees. In 1970, when the study was undertaken, the NYC had just been redesigned to place more emphasis on education, skill training and supportive services and less on work experience; and to concentrate on 16- and 17-year-old school dropouts. One purpose of the research was to compare the new design (NYC-2) with the old (NYC-1).

The selection of programs to study was based on considerations of their size, location, component characteristics, and research receptivity. Two of the programs (Cincinnati and St. Louis) had participated in a longitudinal study of the NYC-1 program. Their inclusion in both studies permitted comparisons of NYC-2 with NYC-1.

Research design

Every entering enrollee after a selected date was placed in the study group until approximately 125 study subjects had been identified at each site for a total of 502 at all four sites. Information was obtained at time of enrollment, at monthly intervals during enrollment, at time of termination, and from two waves of follow-up interviews. The first interview (about four months after termination) primarily attempted to determine the enrollee's perception of the program. The second interview, over a year later, attempted to determine employment outcomes. Employer reports were obtained on enrollees who had been employed and gave their permission.

In the first wave of interviewing, interviewers completed interviews with 79 percent of all study subjects and deter-

mined the current activities of 9 percent who were unavailable for interview. In addition, one percent of the subjects, unavailable for interview, returned questionnaires. In the second wave, interview completions accounted for 70 percent; questionnaires, for 6 percent; and activity determined, for 16 percent.

A control group was selected for one of the cities used in the NYC-1 study (Cincinnati) by matching each experimental subject with a control subject who had dropped out of school at the same grade level during the same years in the same, or a similar, school. Fifty-eight percent of the subjects in the control group were interviewed, 3 percent returned questionnaires, and the current activities of an additional 4 percent were determined.

Sample characteristics

The composite study group was almost equally divided between males and females. Black subjects outnumbered white subjects by about five to one, with almost all the white subjects enrolled in Atlanta and Cincinnati. Ninety percent of all subjects were long-term residents of their respective site cities, and the relatively few subjects who were recent migrants to the cities tended to be subjects in Atlanta (rural white and black) and in Cincinnati (rural white).

Data collected at the time of enrollment indicated that, on the average, subjects were 17.1 years old, and had been out of school for 11 months after completing 9.0 grades. Male subjects had left school primarily because of behavioral problems or loss of interest, while female subjects had dropped out primarily because of pregnancy or loss of interest. Standardized test scores indicated an average reading grade level of 6.82 and an average math grade level of 5.95. Prior to their NYC enrollments, study subjects had had minimal vocational training.

Somewhat over half of the subjects had worked for pay prior to their enrollment, usually in part time low-paying jobs. The occupational goals of study subjects were about equally divided between clerical, blue collar, and various kinds of service work with the males preferring blue collar, and the females clerical, work. Only about 5 percent had aspirations for professional or managerial occupations.

Intake data indicated considerable family problems in the study group. The families of 41 percent of the subjects were on welfare. Among the subjects still living with their families, 57 percent lived in female headed households. While only 11 percent of the female enrollees had been married at the time they entered the NYC-2 program, 53 percent had children of their own living with them at that time.

Site programs

The four studied programs differed in their emphases of the major components of the NYC-2 experience: education, skill training, work experience, and counseling. These differing emphases often reflected site differences in resources for providing component services. Atlanta put the biggest emphasis on skill training and had available to it the Atlanta Area Technical School, a comprehensive resource for vocational training. St. Louis put the greatest emphasis on education and counseling, particularly group counseling. Baltimore and Cincinnati assigned the most time to work experience.

Program participation

Subjects averaged about 10 months in the NYC-2. The proportion of subjects participating in education ranged from 100 percent in St. Louis to 62 percent in Atlanta. Participation in skill training ranged from 48 percent (Atlanta) to 26 percent (St. Louis); and, in work experience, from 91 percent (Baltimore) to 66 percent (Atlanta). All of the subjects participated in some form of counseling.

Program unit completions

Ten percent of the subjects received a high school diploma or passed the high school equivalency examination as a result of their NYC-2 education. Twelve percent completed a skill training unit and 17 percent demonstrated good work performance over a period of time. Seventy-two percent of the subjects did not demonstrate achievement in any of the above three areas.

Quality of participation

Subjects were rated on a scale of 1 to 5 on the quality of their program participation. On the average, females had higher participation quality than males, and there was little difference associated with sex. Overall 22 percent demonstrated consistently high quality and 20 percent consistently low quality. The quality of five percent improved during the course of their program participation while 31 percent lost ground and 22 percent were inconsistent.

Enrollees' views of the NYC-2

About half of the subjects rated their NYC-2 experience as "very useful;" while, at the other extreme, 16 percent reported that it was of little or no use. The ratings of St. Louis subjects differed significantly from those of subjects in other sites: in the St. Louis group, 38 percent, reported that the program had been of little or no use.

The adverse or negative quality of St. Louis information, apparent in these results, was repeatedly evident in other results.

Sample characteristics, post-NYC

At the time of their second follow-up interview, study subjects averaged 19.7 years of age. Seventy-three percent of the subjects were single; 16 percent, married; and 12 percent, formerly married. Black males were the most likely to be single and white females, the least. Sixty-four percent of the black females had children living with them and no husband, while, among while female subjects, the comparable proportion was 9 percent.

Forty-two percent of the subjects were supported by their own earnings; ten percent were supported by their spouse; 19 percent, by their parents' earnings or welfare; and 25 percent, by their own welfare. The proportion supported by own earnings was highest (79 percent) among white male subjects; and the proportion supported by own welfare was highest (47 percent) among black female subjects.

Seventy-one percent of the subjects were participants in the civilian labor force; 8 percent, were in the Armed

Forces; and 3 percent were in school or in training programs. The overall unemployment rate was 46 percent, with unemployment being lowest among white male subjects (20 percent), and highest among black female subjects (58 percent). The average hourly pay was $2.41, with white female subjects averaging lowest ($1.96) and white males averaging highest ($3.05).

An analysis of the 21 percent outside the labor market indicated that 3 percent were in school or training; 4 percent in jail; 10 percent were ill, pregnant, or had family responsibilities; 3 percent were disinterested in working; and one percent were too discouraged to hunt for jobs.

Compared to first follow-up results (63 percent in the civilian labor force, and an unemployment rate of 59 percent), second interview results indicated increasing participation and decreasing unemployment. Unemployment rates were still very high at the time of the second interview. In both waves of interviewing St. Louis subjects reported catastrophically high unemployment: 84 percent in the first interview, and 71 percent in the second.

Seventy-three percent of the subjects had a post-NYC job and 63 percent of them left the job because of dissatisfaction, illness or pregnancy, or because they were fired. Seventeen percent left because the job had ended and three percent because they were entering school, training or the military. Employers confirmed the subjects' reports that job terminations resulted primarily from subjects quitting or being fired rather than the end of the job.

Occupational goals and impediments to their achievement were explored. Clerical and sales occupations were the most frequently reported goals of female subjects, and crafts and trades goals were most frequently reported by male subjects. Service job goals were selected by a substantial number of both males and females. Nurse, social worker, and laboratory technician were the most frequently selected goals in the professional, technical category.

In their reports of what they saw as impediments to goal achievements, study subjects stressed lack of education and training (57 percent) and lack of jobs (13 percent). Less than 10 percent of the subjects indicated transportation or discrimination as impediments; and 23 percent saw nothing standing in the way of their goal achievement.

The small percentage (6 percent) of subjects reporting discrimination as an impediment to goal achievement was noteworthy. In a previous study of black male school dropouts, we had found that very few spontaneously listed discrimination as an impediment. In this study, the question was first asked in an unstructured form and no respondent volunteered discrimination as an impediment. When the question was asked again in a structured form, 6 percent picked discrimination in the first interview as did 4 percent in the second interview. Exposure to the world of work apparently did not modify the subjects' view that discrimination was a relatively minor employment problem.

Comparison of NYC-1 and NYC-2

On the whole, NYC-1 achieved better results than NYC-2. The enrollees in NYC-1 were older, had been out of school longer, and a higher percentage of them were married and had children. Differences between the two study groups, particularly the difference in age, made exact comparisons difficult; but, when age was held constant, the data indicated that the employment outcomes of NYC-2 subjects were not better than those of NYC-1 subjects. This was a particularly disappointing result because of the efforts which had been made to enrich the NYC-2 program.

Comparison with control group

No significant differences were found between the employment outcomes of the experimental group and the control group.

Adjustment to the world of work

The composite rating based on reviews of all available information from the two interviews and employer ratings, resulted in four categories of work adjustment (good, fair, minimal, and unsatisfactory) and two categories of labor force nonparticipation (school, training, or military, and wife supported by husband). The definition of the good category was that the subjects should be currently employed in full time jobs which paid at least $2.50 per hour (for males) or $2.00 (for females), have held the job for several months, and have received a satisfactory performance rating from their employer. Sufficient information was available to make a decision on 89 percent of the subjects. Seventy-four percent had some work experience, 11 percent had spent most of their time in school, training, or the military, and four percent were wives supported by their husbands. Among subjects with work experience, 13 percent had made "good" adjustments, 13 percent "fair" adjustments, 18 percent "minimal" adjustments and 56 percent "poor" adjustments.

Variables associated with employment outcomes

The following variables were found to predict quality of work adjustment:

Intake variables
  -Age
  -School grade completed
  -Previous work experience
  -Family on welfare
  -Family structure
  -Counselor's assessment
  -IQ test scores
  -Reading test scores
Program experience variables
  -Amount of participation in skill training
  -Quality of program participation
  -Completion of a program unit in
    -Education
    -Skill training
    -Work Experience
    -Highest interest rating
    -Work supervisor's rating
    -Skill training supervisor's rating

- Receptivity to counseling

Termination variables

- Placement assistance
- Planned termination
- Completed employability plan

Post-NYC variables

- Marital status
- Favorable change in Work-Relevant Attitudes

Work Quality Predictor

A composite Work Quality Predictor was developed and found to be very effective at differentiating between the "good" and the "poor" groups.

Our analysis of the sources of support for female subjects demonstrated that females with children and supported by welfare or by their parents had about the same average score on the Work Quality Predictor score as females without children who had made a "poor" adjustment to work. On the other hand, self-supporting unmarried females with children received about the same average score as self-supporting females without children.

Selected issues

A review of selected issues related to the adjustment of study subjects to the world of work demonstrated that:

-Quality of program participation was more important than length of time in the program. If the quality was poor, length of time in the program was inversely associated with employment outcomes.

-The two program elements having the greatest impact on the employability of former enrollees were completion of skill training and placement assistance. The best results were noted when the subject was placed at his worksite or in his skill training area. Beneficial results were also obtained from referral to jobs.

-Examination of the poor performance of the St. Louis subjects and/or program indicated that most of the difference between St. Louis and the other sites could be explained by a lower rating of subjects at time of intake, family characteristics, lack of skill training achievement and placement assistance, lower receptivity to counseling ratings, and somewhat more adverse employment conditions.

-The use of college settings for remedial education was examined and no beneficial effect could be identified for the subjects in the study.

-An analysis of the never-employed subjects showed that the problems of these subjects could be forecast by their program participation.

-The characteristics of the jobs of subjects with "good" job outcomes were examined, and it was found that: (a) a little over half were in jobs consistent with their occupational goals; (b) a little over half had received NYC program experience which prepared them in some specific way to perform their present jobs; and (c) the males were predominately in blue collar jobs and the females in clerical jobs.

-Some of the subjects, still in school or training at the time of the second interview, may eventually prove to be outstanding successes. The number of these potential successes, not reflected in study results, is small and unlikely to offset the overall pattern of study results to any appreciable extent.

Conclusions

The results of the study provided further evidence of the seriousness of the employability problems among young, low-income school dropouts in our cities. Study results did not indicate, however, that the redesigned NYC-2 program was more effective than the NYC-1 program in enhancing the employability of these young people. These results raise the questions: Why didn't the NYC-2 program work better? How could its effectiveness have been increased?

It seems clear from our data that one way to increase the effectiveness of training programs such as the NYC-2 is to strengthen those program components which were shown to have a positive effect on employment outcomes. More job development and placement, more employment opportunities at worksites, and more skill training could be expected to improve the effectiveness of such programs.

But even if the training and placement resources of each of the site programs had been greatly expanded, it is doubtful whether the employment outcomes would have been improved dramatically; because a large proportion of the study subjects did not take advantage of the resources which were available to them.

In our view, the limitation of NYC-2 programs to 16- and 17-year-olds was a major flaw in program design, because it resulted in very high concentrations of poorly-motivated and low-achieving trainees in each site. In such circumstances, failure, rather than success, tended to become the norm of the training groups. The site programs were thus lacking in both success models and a program atmosphere that would reinforce desirable work-related behaviors. Success models are needed to expand the trainee's concept of what is possible for him. When the youth sees someone like himself achieving what he, himself, would like to achieve, he can become convinced of the possibility of his own success.

Manpower programs have been consistently unsuccessful in generating motivation when none exists. The trick is to nurture motivation when it does occur and a crucial element in doing this is to develop a program atmosphere and a history of success that will maximize the chances that the motivation of the new entrant will continue.

It has frequently been argued that manpower programs are avoiding their responsibilities unless they concentrate on the clients with the most severe employability problems, the ones who need help the most. This is the familiar "creaming" controversy of the last decade. Our research suggests the paradox that program administrators may be doing the very clients they want to service a disservice if they follow selection and retention policies which overload the program with poorly motivated and low-achieving enrollees. The training objectives of these programs might be better served if the training group included some older, succeeding youth;

and if, provided that the opportunity for reenrollment is kept open to the poorly motivated enrollee to be used whenever he is ready, adequate performance is required for the youth to stay in the program.

I

BACKGROUND AND DESIGN

Study background

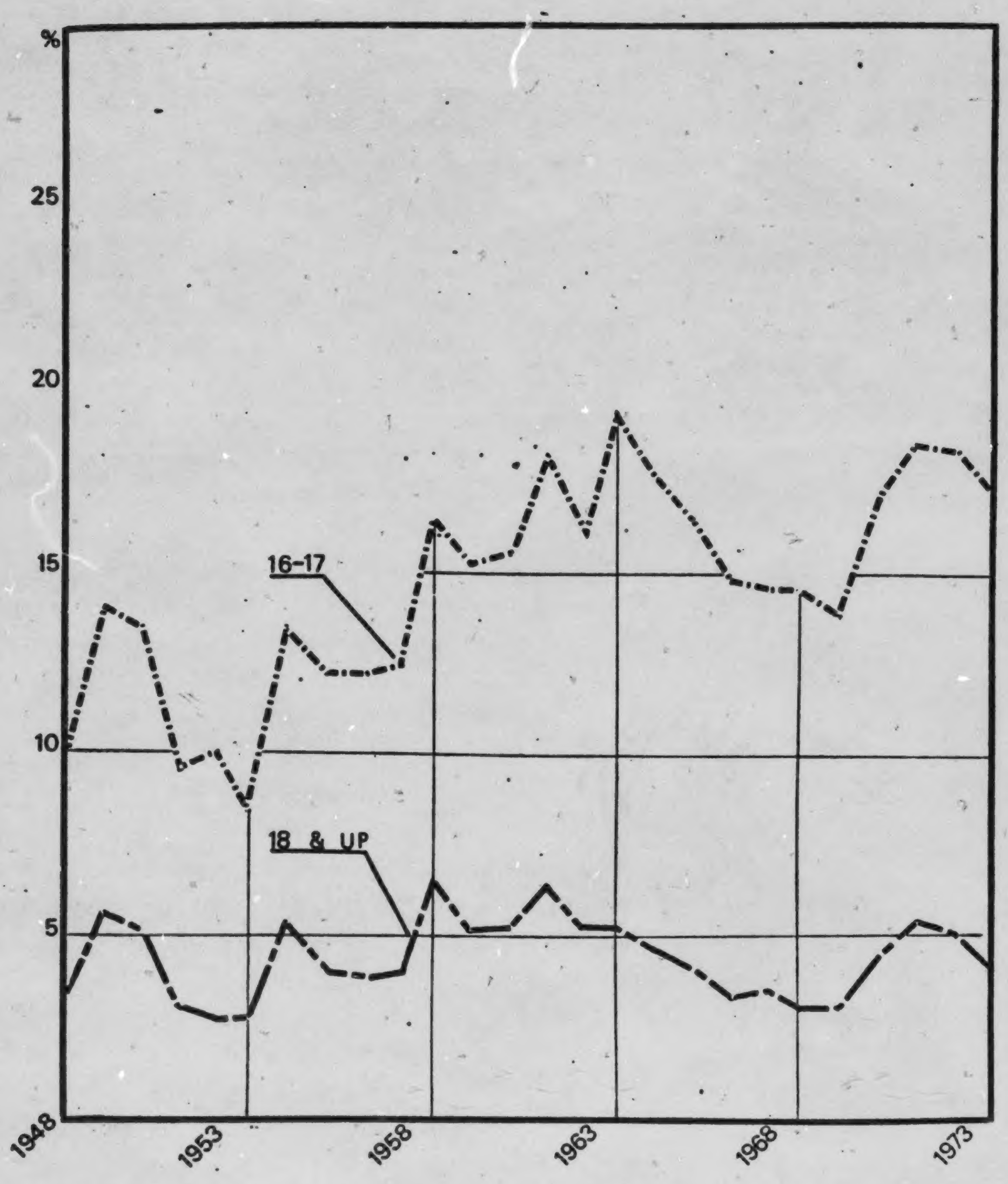
Since World War II youth unemployment has been increasing regardless of cyclical unemployment trends (see Chart 1). Among teenagers, as among mature workers, unemployment rates are higher for blacks than for whites, for school dropouts than for high school graduates, and for persons in poverty areas. The highest unemployment rates in the country occur among black school dropouts in urban poverty areas.

In the early 1960s national concern with youth unemployment, as well as with the related issues of poverty, juvenile crime and school dropouts, resulted in a number of programs whose common goal was to enhance the employability of disadvantaged young people. These programs, parts of the War on Poverty, included the Job Corps, the Youth Services of the Community Action Programs, and the out-of-school Neighborhood Youth Corps.

The out-of-school Neighborhood Youth Corps (NYC), like other War on Poverty programs, enrolled only persons from poor families--households that qualified under poverty guidelines. It sought to reduce the cultural and personal handicaps of unemployed, out-of-school, disadvantaged young people (16-21 years of age) by providing them with work experience, education and supportive services. NYC enrollees worked up to 32 hours a week in jobs developed by the program, and they were paid the current minimum wage. The NYC was designed to provide both earnings and rehabilitative services to its enrollees.

CHART 1 UNEMPLOYMENT RATES, 1948-1973

PERSONS AGED 16-17, 18 & UP



SOURCE 1974 Manpower Report of the President

In 1970, after about five years of program experience, the out-of-school NYC was redesigned in several ways. Experience had shown that work experience, the major program component, had very little effect--by itself--on the employability of enrollees. Analyses of the NYC indicated that, all too often, the program's contribution to enhanced employability had been the provision of income and an "aging vat" in which youngsters could reach ages at which employment rates could be expected to improve.

The new version of the program, designated NYC-2 to distinguish it from its predecessor, focused on the special difficulties that confront sixteen- and seventeen-year-old dropouts. Apart from being limited to these younger disadvantaged dropouts, NYC-2 was designed to offer each enrollee an appropriate combination of services including counseling and testing, assistance in re-enrolling in school, health services, remedial education, skill training, work experience, and personal development activities. Active efforts were to be made to find appropriate jobs for these trainees and follow-up services were to be provided while they were becoming established in these jobs. It was decided the trainees would receive stipends rather than wages, which had absorbed the bulk of NYC-1 project funds, in order to free funds for the more intensive and individualized services.

Under the new program design, out-of-school youth aged eighteen and older were to be channeled into such other programs as JOBS and the Job Corps. Focusing on young people aged sixteen and seventeen years, the new NYC-2 out-of-school program was to provide intensive pre-vocational training with both academic and occupational content. This training was to last at least a year instead of an average of less than six months under the old program design. It was thought that upon reaching eighteen most of the youth would be ready to compete in the open job market. If they were not, they would be directed to opportunities for further education and training.

The Manpower Research Projects (MRP) of The George Washington University had conducted longitudinal research on selected out-of-school NYC-1 programs. Some of the results of this research, notably the finding that work experience, by itself, was of limited effectiveness, were reflected in the new program. In 1970 the Manpower Administration of the Department of Labor contracted with Manpower Research Projects and the University to conduct a new longitudinal study of the redesigned NYC-2 program.

Study design

The NYC-2 study contemplated longitudinal research in four site cities. In order to utilize base line information from previous research, three of the sites were to be selected from sites of earlier research. The fourth site would be one that could add variety to the study.

Once the sites were selected, the design called for the constitution of an experimental study group through the assignment of all entering enrollees to this group until it numbered approximately 125 subjects in each site. Information concerning study subjects--their characteristics on enrollment, their progress in the program, and their experiences after leaving NYC-2--would be collected as uniformly as possible so that the programs in the four sites could be compared.

In addition, specific research designs would be developed in each site, as feasible. These site designs included:

1. Comparisons of NYC-1 and NYC-2 programs in the same site.
2. Comparisons of experimental and control study groups in the same site.
3. Analyses of particularly promising program operations, such as innovative approaches to education, counseling, or job development, in sites with such operations.

The object of all analyses was the identification of elements in the effectiveness of NYC-2 programs.

Site selection

In selecting the sites for the present study, the following criteria were used:

> Size. The study design called for experimental group N's of 125. Only large, urban projects could provide such study groups.
>
> Location. The capacity of a site to contribute geographical variety to the study was taken into consideration.
>
> NYC-1 research background. One part of the study design involved the comparison of NYC-2 with NYC-1. In order to utilize comparable NYC-1 base line information, three of the sites should have been involved in the NYC-1 research conducted by the present researchers.
>
> Program characteristics. The promise of effective program operations, based on impressions gained from past experience, consultation with Manpower Administration personnel, and site reconnaissance, was an important consideration.
>
> Research receptivity. The interest of project directors in the research, their capacity to provide support for the study, and the avoidance of research overload were also taken into consideration in the selection of study sites.

Pursuant to these criteria, and in consultation with the Manpower Administration, three sites were selected from the five in which we had already conducted NYC-1 research. These selected sites were Cincinnati, Ohio; Pittsburgh, Pennsylvania; and St. Louis, Missouri. The fourth site selected, Atlanta, Georgia, lacked NYC-1 research background but contributed geographical variety to the study.

After the study had been under way for several months, it became apparent that the Pittsburgh project was gearing into NYC-2 operations too slowly for the purpose of the study. Accordingly, early in 1971, Baltimore was selected to replace Pittsburgh in the study design. The large size of the Baltimore project promised that, even with a late start, it could produce a study group of the desired size in the time planned for this part of the study. In addition, the present researchers recently had conducted a study of male dropouts in Baltimore so that some relevant research backgrounds were available in this site.

Research forms

To the extent possible, data-collection forms and procedures were the same in each site; that is, the forms and instructions in their use--supplied by MRP--were the same. The forms, on which the study was structured, were designed to organize information about each study subject from the time he or she entered the program (Intake), through NYC-2 experience (Participation), to post-NYC-2 experience (Follow-up). Brief descriptions of these forms follow.

Intake

NYC 16: the standard enrollee record form completed by program personnel in connection with enrollment. Copies of NYC 16 were secured for this research.

MRP/NYC 01: a short interview form completed by program personnel when the study subject enrolled. It supplemented NYC 16.

MRP/NYC 02: the Individual Employability Plan (IEP) for each study subject, ordinarily completed by the subject's counselor shortly after enrollment. One of the new features of the redesigned NYC-2, the IEP was developed with and for each enrollee at the beginning of his enrollment. In addition to reflecting this new program feature, the IEP form provided for the recording of initial test results and first impressions of the study subject.

Participation

MRP/NYC 03: monthly reports of the subject's participation in education, completed by his education instructor.

MRP/NYC 04: monthly reports of the subject's participation in skill training, completed by his skill training instructor.

MRP/NYC 05: monthly reports of the subject's participation in work experience, completed by his work supervisor.

MRP/NYC 06: monthly reports by the subject's counselor, detailing counseling participation and often providing additional information on the subject's participation in other program components.

NYC-MA 102: the standard termination form completed by program personnel. Copies of the MA 102 were secured for this research.

MRP/NYC 07: termination conditions and summaries of program experience, completed by the subject's counselor. This form supplemented MA 102.

Follow-up

MRP/NYC 08: first follow-up interview, completed within three months of termination from the program, and designed to get the subject's view of his program experience together with a report of his current activities.

MRP/NYC 08A: a short version of the first follow-up interview constituting a mailed questionnaire that was used when a subject could not be reached by interviewer but could be reached by mail.

MRP/NYC 09: a short questionnaire mailed to the subject's most recent employer, identified in first follow-up reports.

MRP/NYC 10: second follow-up interview, completed within a year of the first follow-up, designed to secure information concerning the subject's situation a year or more after he left the program. One section of this form was designed to reflect subjects in control study groups.

MRP/NYC 10A: a mailed questionnaire version of the second follow-up interview.

MRP/NYC 11: a short questionnaire mailed to the subject's most recent employer, identified in second follow-up reports.

Chronology

From its inception in 1970 to the completion of this report, the study required nearly five years. Data collection began during October 1970 and continued into 1974. On the average, it reflected a little more than two and a half years in the lives of its subjects: they averaged 17.1 years of age on intake and 19.7 years of age at the time of their second follow-up interview.

Workshops

In the course of the study, four workshops were held in Washington, D.C. Site personnel as well as program officials and consultants in the subject area of the workshop participated in these sessions. In addition to providing information and stimulation in problem areas, workshops provided the opportunity to keep the sites abreast of research progress.

The first workshop, held in July 1970, was concerned with a review of research plans as well as with site variations in the operation of program components. The subject of the second workshop, held in March 1971, was the role of program components in program effectiveness; while that of the third, held in November 1971, was remedial education. The fourth workshop, held in May 1972, was primarily concerned with counseling and employability planning.

Workshops provided the opportunity for exchanges of ideas between site and research staffs, and thereby helped to enhance the understanding of and commitment to the research by sponsoring agencies and program officials. In addition to the Washington workshops, staffs of MRP and NYC-2 research sites were in communication through shared concerns with data collection and periodic visits of MRP staff members to the sites. These meetings, both in Washington and in the sites, improved the mutual understanding of MRP and NYC-2 personnel.

Control Group

The study design included the constitution of control study groups in each of the research sites. First follow-up interviews, however, showed such a high unemployment rate that the expense of constituting and interviewing four control groups could not be justified. As an alternative it was decided to select a control group for a program which had participated in the NYC-1 research. The choice was between St. Louis and Cincinnati, and Cincinnati was selected because its interviewing completion rate had been better than that in St. Louis.

The Cincinnati control group was constituted by matching each experimental subject with a control subject who had dropped out of school at the same grade level during the same year, from the same school or from a neighboring school whose student body had similar socio-economic and racial characteristics. Subjects in the experimental and control groups were also matched on age, sex, and--to the extent possible--race. Since Cincinnati school records did not report race, this variable could not be completely controlled. The names of subjects in the Control group were checked against NYC records; and, when NYC experience was indicated, the subject was replaced. Interviewing sometimes disclosed control group subjects who had had NYC experience or who were high school graduates. When this occurred, the subjects were replaced.

Data collection results

Approximately 125 entering enrollees at each research site became subjects in the experimental study group. Through the cooperation of site personnel, intake and participation data were forwarded to Washington for each subject. After the subjects had terminated from the program, interviewers attempted to locate and interview each subject in a first follow-up, several months after termination, and in a second follow-up, about a year later.

Interviewers found that a substantial number of subjects could not be interviewed because they were out of the city, serving in the Armed Forces, or training in the Job Corps, or in jail (see Table 1.1). Of the remaining subjects, interviewers completed first follow-ups for 87 percent, and second follow-ups for 75 percent. When a subject could not be reached in the city, interviewers tried to get addresses for them so that questionnaires (short versions of the interview form) could be mailed to them. Mailed questionnaires brought up the completion rates to 88 percent in the first follow-up, to 81 percent in the second follow-up, and to 63 percent in the control group.

The remaining subjects lacked follow-up information because they could not be located or, in a few instances, because they did not wish to be interviewed. Instances of refusal were less apt to be outright than to be tacit: located subjects would be unavailable for interviews, repeatedly vetoing proposed interview appointments for one reason or another, or repeatedly failing to keep interview appointments. Many of the subjects who were not interviewed were reported to have moved, but interviewers were unable to find new addresses for them.

Table 1.1 Interviewing Outcomes

	Experimental group				Control group	
	First follow-up		Second follow-up			
Total number of subjects	502		502		125	
Unable to interview--						
In Armed Forces	29		22		4	
In Job Corps	5		1		0	
In jail	9		7		1	
Dead	1		2		0	
(Subtotal)	(44)		(32)		(5)	
Available for interview	458		470		120	
Interviewed	397	87%	353	75%	72	60%
Mailed questionnaire	7	1	30	6	3	3
Unable to interview	54	12	87	19	45	37

Both interview and self report forms provided for the identification of the subject's most recent employer; and, when this information was complete enough to provide a mailing address, short report forms were mailed to employers. Employer report forms were mailed in connection with 33 percent of the subjects in the first follow-up. In the second follow-up, employers report forms were mailed in connection with 43 percent of the subjects. Of these, 68 percent were completed and returned in the first follow-up, and 75 percent in the second.

Sample characteristics

The composite study group of 502 subjects from all four research sites[1] was almost equally divided between males and females. Black subjects outnumbered white subjects about five to one (see Table 1.2).

Table 1.2 Subjects in Experimental Study Group, by Site, Sex, and Race

(Percents of all subjects)

	Atlanta N=125	Baltimore N=127	Cincinnati N=125	St. Louis N=125	Total N=502
Male					
White	12%	6%	15%	6%	10%
Black	21	57	26	42	36
Female					
White	11	0	16	2	7
Black	56	37	42	51	47
Total	100%	100%	99%	101%	100%
Subtotals					
All male	33%	63%	42%	47%	46%
All female	67%	37	58	53	54
All white	23%	6%	31%	7%	17%
All black	77	94	69	93	83

At the time of enrollment in NYC study subjects averaged about 17 years of age (see Table 1.3) with 92 percent being under 18. They had completed an average of about 9 grades at the time they dropped out of school. Ten percent had not completed the 8th grade and 10 percent had completed the 11th grade, with the remaining 80 percent completing the 8th, 9th, or 10th grade. None had graduated from high school. The average length of time out of school at time of enrollment was 11 months. About 45 percent enrolled in NYC within 6 months after dropping out of school. Only about 20 percent had been out of school for over 18 months.

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[1] For a more detailed report of sample characteristics, see our Report of Phase II: Research Sites and Enrollee Characteristics (NTIS # PB 210177, 1972).

The most frequently reported main reasons for leaving school were behavioral or interpersonal problems in school, loss of interest in school and marriage, pregnancy and child care. Academic problems or the need for money were much less frequently cited as reasons for leaving school.

Table 1.3 Age and School-related Variables at Time of Enrollment

(N=502)

Age at enrollment (mean years)	17.1
Months out of school (mean)	11.0
School grade completed (mean)	9.0
Grade level score on reading test (mean)	6.8
Grade level scores on math test (mean)	6.0
Main reason for leaving school--	
Academic	14%
Behavior or interpersonal	23
Lost interest	24
Needed money	14
Marriage, pregnancy, or child care	24
Total	99%

Apparently these youth were not leaving school as a direct result of academic failure, nor did a very large proportion report that they left school to help out their families. Yet the academic achievement level of these youths appeared to be quite low. Approximately half of them were given standardized reading and mathematics tests when they enrolled in the NYC and their average grade level scores were 6.8 for reading and 6 for mathematics.

The study group was composed almost entirely of long term residents in the city and very few recent migrants (see Table 1.4). Eighty-three percent dropped out of city schools, 10 percent dropped out of non-city schools in the metropolitan area. Only 7 percent dropped out of schools outside of the metropolitan area, and about half of these dropped out of schools in the same state. About 10 percent said they had been in the city for 8 years or less and about 80 percent said they had lived in the city for 17 years or more.

Table 1.4 Measures of Length of Time in City at Time of Enrollment
(N=502)
(Percents of all subjects)

Years in the city--	
0-7 years	9%
8-15 years	11
16 years of more	79
Total	99%
School dropped out of--	
City school	83%
Suburban School	10
Other	7
Total	100%
Place of birth--	
City	78%
Suburbs	2
Outside metropolitan area	20
Total	100%

Prior to entering NYC, the subjects had had minimal vocational training (see Table 1.5). Sixty-four percent said they had had no training of any type, about 10 reported vocational training in school, another 10 percent participated in post-school training programs, and still another 10 percent said thay had been trained on the job. A small proportion reported training in a correctional institution or informal training from their father or a friend. Another view about the enrollees' vocational preparation was obtained from the NYC counselor at the time the subject enrolled in the NYC program. Counselors reported that about 80 percent of the study subjects had no skills relevant to their employability plan and that less than 1 percent had adequate skills.

Most of the subjects had worked for pay prior to their enrollment but often in part time low-paying jobs. The average hourly wage was reported to be $1.46 and 43 percent worked less than 35 hours a week. Another view of the work experience of the subjects was obtained from the counselor at time of enrollment in the NYC program. The counselor reported that 43 percent had never had a job, 25 percent had worked but did not make a satisfactory adjustment, while 32 percent had performed adequately on the job.

Table 1.5 Measures of Work Preparation and Experience at Time of Enrollment

(N=502)
(Percents of all subjects)

Vocational training--	
School	10%
Training program	10
On the job	10
Correctional institution	3
Other	4
None	64
Total	101%
Counselors appraisal of work experience--	
Never held a job	43%
Job, but poor adjustment	25
Job, satisfactory performance	32
Total	100%
Pre-NYC job--	
Average hourly wage	$1.46
Hours of work--	
1-34	43%
35 or more	57
Total	100%
Counselors appraisal of vocational preparation for occupational goals--	
No relevant skills	79%
Some skills but need to be improved	20
Present skills adequate	1
Total	100%

The occupational goals of study subjects were about equally divided between clerical, blue collar, and various kinds of service work (see Table 1.6). Only about 5 percent of the subjects had aspirations for professional or managerial occupations. Intake data describing the family backgrounds of study subjects provided many indications of families in trouble (see Table 1.7). Forty-one percent of the enrollees families were on welfare. Of those enrollees who had not yet established their own households either by themselves or with a spouse, 57 percent lived in female headed households. Households headed by females were very significantly more apt to have received welfare assistance than were households headed by males. While only 7 percent of the enrollees were or had been married, 30 percent had children of their own living with them.

Table 1.6 Occupational Goals at Time of Enrollment
(N=502)
(Percents of all subjects)

Professional	5%
Clerical	28
Health Services and Child Care	24
Other Services	7
Blue Collar	27
Don't know or undetermined	10
Total	101%

Over half of the enrollees heard about the NYC from friends or relatives (see Table 1.8). Other significant sources of information were community organizations, the schools, the courts or police, and other training programs. The Employment Service apparently was not a major source of referrals to the NYC.

Differences in study subgroups

The characteristics of subgroups differentiated by sex, race and site sometimes were significantly different[1] from those of the composite study group, discussed above. This section reports significant differences in the characteristics of study subgroups.

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[1] Throughout this report, certain conventions regarding "significance" will be observed. The adjective "significant" is reserved for descriptions of statistical significance and connotes differences that could be expected to occur by chance no more than 5 times in 100. "Very significant" connotes differences that could be expected to occur by chance no more that 1 time in 100.

To help avoid Type II errors, notice is sometimes taken of probability levels which are between .05 and .25 when evidence from other sources suggests that they should be noted. Such levels are never referred to as significant but should be considered to represent a zone of suspended judgment with respect to the relationship being considered.

Standard statistical procedures have been used to determine confidence levels.

Table 1.7 Family Background

(N=502)
(Percents of all subjects)

Head of household while subject was growing up--	
Male headed	52%
Female headed	45
Other	3
Total	100%
Head of household at time of enrollment--	
Male headed	38%
Female headed	50%
Spouse or enrollee	11
Other	2
Total	101%
Family received welfare--	
Yes	41%
No	59
Total	100%
Marital status at time of enrollment--	
Married	5%
Divorced or separated	2
Single	93
Total	100%
Own children in household--	
Yes	30%
No	70%
Total	100%

Table 1.8 How Study Subjects Heard about NYC

Friends	35%
Relatives and family friends	19
Community organizations	15
School	9
Court or police	7
NYC and other training programs	11
Employment service	3
Other	1
Total	100%

Sex/race differences

Females were more likely than males to be married, separated, or divorced (11 percent compared with 2 percent) and to have their children living with them (52 percent compared with 3 percent). Fifty-seven percent of the black females had children living with them compared with 22 percent of the white females. With one exception the white females with children were married while 48 percent of the single black females had children.

Blacks were more likely to reside in public housing (23 percent compared with 10 percent) and be in a family receiving welfare (46 percent compared with 18 percent). Black females had a higher welfare rate than black males (53 percent compared with 37 percent) reflecting, perhaps payments received for their own children. Among enrollees who had not yet established their own household, either by themselves or with a spouse, black enrollees were much more likely to be in a female headed household (60 percent to 30 percent).

Males were more likely to have held a job than females (70 percent compared with 46 percent) and to have been paid at a slightly higher rate ($1.50 compared with $1.41). There were no significant race differences with respect to employment history prior to NYC or counselors' evaluation of their current employability.

On the average, females had completed more school grades than males with the black female completing the most grades (9.3) and the white male the least (8.3). Females also, on the average, had been out of school about two months longer than the males. The primary reason given by females for leaving school was pregnancy or child care. For males it was behavioral or interpersonal problems or loss of interest in school.

Migration was greater for whites than for blacks. Eighty percent of the blacks were born in the site city compared with 64 percent of the whites. Most of this migration was accounted for by the whites in Atlanta and Cincinnati. Thirty-nine percent of the whites in Atlanta and 41 percent of the whites in Cincinnati had been in the site city less than 8 years. A lesser migration of blacks into Atlanta was indicated by the 28 percent of blacks who had been in Atlanta for 8 years or less. In Baltimore, Cincinnati and St. Louis, only 15 percent of the blacks had been in the site city less than 8 years.

Site differences

Baltimore was the only site which had more males (63 percent) than females. Atlanta was the most female-oriented program with 67 percent of its enrollees female; but, in general, all four sites had a substantial number of subjects in both sex categories. The racial distribution was much more skewed. Eighty one percent of the whites were enrolled in two sites: Atlanta and Cincinnati. Because of this uneven distribution, site analysis of racial categories can be justified only in Atlanta and Cincinnati.

Atlanta also differed from the other sites in a number of other respects. Compared with study subjects in the other sites, Atlanta enrollees, on the average, were older, out of school longer, had completed more school grades and were more likely to have established a separate household. A higher proportion of Atlanta females dropped out of school because of pregnancy or child care (68 percent). Almost all of the married male enrollees were in Atlanta; and Atlanta enrollees were very significantly less apt than other enrollees to be in families receiving welfare. Seven percent of families of Atlanta males received welfare compared with 38 percent for males in other sites. The figures for Atlanta females were 39 percent compared with 53 percent for females from other sites, despite the fact that the Atlanta females had significantly more children than did females in the other sites.

Sites differed significantly in the ways in which subjects had heard about NYC. In Atlanta 23 percent of the subjects (compared with 12 percent in the other sites) were referred to NYC by other community organizations. This result probably reflected the close ties of the Atlanta NYC with neighborhood community action centers. In Cincinnati, 20 percent of the subjects (compared with 3 percent in the other sites) were referrals from the court and police systems--a result that indicated particularly close ties with such systems in Cincinnati.

It was noted earlier that white subjects were significantly more apt than black subjects to be relatively recent migrants to the site cities. Differences in migration were also associated with the sites. In Atlanta there were proportionately more migrant subjects (both black and white) than in the other sites, and proportionately more migrants among Atlanta white than Atlanta black subjects. Migration was negligible in Baltimore, greater among white than black subjects in Cincinnati, and present in a limited extent among black subjects in St. Louis.

The impressions of greater migration in Atlanta and Cincinnati, produced by intake data, were supported by other information. Reconnaissance in Atlanta indicated that rural whites and blacks were still moving into the city; and, in Cincinnati, the results of other studies have indicated that Appalachian whites were still moving to that city in significant numbers whereas the migration of black families appeared to be negligible.

II

SITE CITIES AND THEIR NYC-2 PROJECTS

The four site cities of this study--Atlanta, Baltimore, Cincinnati, and St. Louis--are among the largest in the country. They are centers of finance, transportation, commerce, industry, government and culture, and play important roles in the economies of their regions today--as they have in the past.

Atlanta, spread out over 128 square miles and two counties, is the capital of Georgia, and the major commercial, industrial and distribution center of the southeastern United States.

Baltimore, located on the deep-water Patapsco River estuary of the Chesapeake Bay, is an important seaport and center of land transportation. Its shipping and rail facilities have helped to attract many industries, including sugar and food processing, petroleum and chemicals, steel and gypsum. The largest steel plant in the world--Bethlehem Steel's Sparrows Point complex--is located just outside the city in Baltimore County.

Cincinnati, located on the Ohio River, is the third largest city in Ohio. It is a major manufacturing center, and is noted for its production of machine tools, soap products, transportation equipment, electrical machinery and metal goods.

St. Louis, located on the Mississippi River, is the largest city in Missouri and in the Mississippi River Valley. Historically the "Gateway to the West," St. Louis today is second only to Chicago as a rail center. St. Louis produces metals, has extensive refining facilities, is a center for chemical industries and research, and a banking center.

The site cities varied in size from Cincinnati's 452,524 to Baltimore's 905,759 (see Table 2.1). Atlanta and Cincinnati were roughly equivalent with respect to the size of their metropolitan areas while St. Louis and Baltimore were very much larger. The cities varied in the proportion of blacks in their populations from Cincinnati's 28 percent to Atlanta's 51.5 percent. Judged on the basis of percents of city populations below the poverty level in 1970, the cities seemed to be roughly comparable with blacks a little over 2 1/2 times more likely to be below the poverty level than whites.

Table 2.1 Selected Population Characteristics, Site Cities, 1970

	Atlanta	Baltimore	Cincinnati	St. Louis
City population	497,421	905,759	452,524	622,236
Metro area	1,390,164	2,070,670	1,384,911	2,363,017
Percent black in city population	51.5%	46.3%	28.0%	41.2%
Percent of all families with public assistance	9.0%	9.9%	8.4%	10.2%
Below poverty level--				
Percent of all white	11.1%	10.8%	12.1%	12.7%
Percent of all black	29.3%	27.1%	31.7%	30.9%
Employment status--persons aged 16-21, not high school grads, not in school--				
In labor force				
Male	75.5%	73.2%	78.9%	70.9%
Female	41.6%	40.9%	36.2%	40.0%
Unemployment rate				
Male	11.8%	16.9%	18.0%	26.4%
Female	19.0%	20.6%	22.4%	22.4%

Source: Low-Income Areas in Large Cities (U.S. Bureau of the Census, 1970), Table I.

Among persons aged 16-21 who had not completed high school and were not in school, unemployment rates were high and labor market participation rates were low, particularly, among females. The situation in Atlanta was a little better than in the other three cities, and appreciably worse among St. Louis males compared to males from the other cities.

The representation of various occupations in the cities' 1970 work forces showed no dramatic differences between the sites (see Table 2.2). Baltimore and St. Louis, however, had slightly fewer "white collar" jobs than did the other two sites. So far as black workers were concerned, the proportions of "white" and "blue" collar jobs were virtually identical in Atlanta, Baltimore, and St. Louis while Cincinnati black workers were slightly more apt to report service work.

NYC-2 sponsors

In Atlanta and Baltimore, NYC projects were sponsored by umbrella agencies--Economic Opportunity Atlanta, Inc., and the Community Action Agency, respectively--that dated from around 1965. The St. Louis sponsor, the Human Development Corporation, was organized in 1963 as an outgrowth of the city's concern with delinquency in the inner city. The Cincinnati sponsor, the Citizens' Committee for Youth, was organized in 1956 in response to a similar concern. Of the four sponsoring agencies, Cincinnati's was the most experienced and could provide the widest community support.

Program size

Atlanta had the smallest NYC-2 project (200 slots) and Baltimore, the largest (500 slots). Cincinnati, the smallest site city, had a 400-slot NYC-2; and St. Louis, also, had a 400-slot program for most of the study period.

Recruitment

NYC-2 enrollees came to the projects through formal referrals from other community agencies or organizations--schools, courts, neighborhood centers, and the like--and through informal referrals of their relatives or acquaintances. Although the projects often advertised to the extent of placing posters, active recruitment in the sense of seeking applicants was not practiced in any of the sites.

Table 2.2 Non-farm Occupations in Site Cities, 1970

(Percents of all non-farm workers)

	All workers				All black workers			
	Atl.	Balto.	Cinci.	St.L.	Atl.	Balt.	Cinci.	St
White collar--								
Professional and technical	13.5	12.8	16.6	11.1	8.9	8.9	7.8	8.9
Managers and administrators	7.4	5.2	6.5	4.4	2.3	2.3	1.9	1.8
Sales	6.5	6.0	7.0	5.1	2.4	2.6	2.2	2.6
Clerical and kindred	21.9	20.5	20.1	21.7	16.7	16.0	15.1	16.2
Blue collar--								
Craftsmen and kindred	10.0	12.4	10.0	10.5	8.0	9.3	7.5	6.4
except transport	11.5	14.7	14.2	17.4	15.6	17.6	17.1	19.0
Transport operatives	5.0	4.9	3.4	4.4	6.8	6.3	3.9	5.1
Laborers	5.7	6.3	4.8	5.6	9.2	9.8	9.6	7.3
Service, except household	13.7	14.7	14.7	17.3	20.7	21.6	26.5	26.4
Private household	4.8	2.3	2.6	2.7	9.6	5.6	8.4	6.3
All white collar	49.3	44.5	50.2	42.3	30.3	29.8	27.0	29.5
All blue collar	50.7	55.5	49.8	57.7	69.7	70.2	73.0	70.5

Source: Low-Income Areas in Large Cities (U.S. Bureau of the Census, 1970), Table 4.

Some referral systems could tend to pre-select enrollees with special characteristics. Twenty percent of the Cincinnati study subjects, for example, were referred to NYC-2 by the Juvenile Court; and, by and large, such subjects might be expected to be less adequately socialized than the average enrollee. Cincinnati, with its stronger community ties, enrolled far more subjects through court referrals than did the other projects (2 or 3 percent).

On the other hand, the Atlanta project enrolled 12 study subjects who were already attending the Atlanta Area Technical School (AATS), this project's major skill training facility. Some of these subjects were transferred in a group to NYC-2 from another training program, and the rest heard about NYC-2 from their fellow-students and enrolled individually. Since AATS enrollment required relatively high educational backgrounds, these subjects might be expected, by and large, to be more adequately socialized than the average enrollee. While these subjects were not entirely comparable to other Atlanta subjects, they were retained in the study because their other characteristics and their NYC-2 experiences were fairly similar to those of other subjects.

Formal and informal referral systems produced an excess of applicants in Atlanta, Baltimore, and St. Louis. In those sites, eligible applicants were ordinarily placed on a waiting list from which they were called as program slots became available. In Cincinnati, however, eligible applicants could ordinarily be placed in the program without delay.

Selection

In addition to meeting common standards of eligibility--being a school dropout and living in poverty, and, with few exceptions, being 16 or 17 years old--applicants sometimes had to meet special site selection criteria. These criteria generally reflected the project's perception of its capacity to provide useful experience to the applicant.

Atlanta, Baltimore, and St. Louis, for example, attempted to screen out pregnant applicants, while the Cincinnati project accepted applicants in the early months of pregnancy.

Each of the sites also attempted to steer applicants to more appropriate programs such as return to school, Vocational Rehabilitation, MDTA training, or drug abuse control programs as circumstances warranted.

Probably the most important variable site selection practice, so far as discernible effects on study subjects was concerned, was Atlanta's tendency to select applicants who were close to achieving a high school diploma or the equivalent GED. This practice arose from the circumstance that Atlanta's major skill training resource, the Atlanta Area Technical School, was geared to high school graduates and could not be used by enrollees with less than 10th grade educations.

Orientation

After an applicant had been accepted and had become an NYC-2 enrollee, he spent one or more weeks in an orientation period. The time spent varied with the site and with time of entry, since orientation practices within some sites underwent modifications in the period of study group selection.

The orientation period served the purpose of acquainting the new enrollee with the program and vice versa. It concluded with the development of an Individual Employability Plan (IEP) for the new enrollee and participation assignments related to the IEP.

Assessment

Three of the sites--Atlanta, Cincinnati, and St. Louis--had fairly comprehensive assessment programs designed to objectify the interests and abilities of enrollees and to provide thereby bases for the development of employability plans. The three sites with substantial assessment procedures used different test instruments and varied in the extent to which they achieved formal assessment of incoming study subjects.

Cincinnati achieved the most comprehensive assessments: general intelligence (Beta) scores were available for 96 percent of the Cincinnati study subjects; reading ability (Gates) scores, for 98 percent; and math ability (PSAT) scores, for 98 percent. In addition, the results of the Purdue Dexterity

Test were available for 13 percent of the Cincinnati subjects; and each Cincinnati subject had at least one test result in his record.

Atlanta assessed general intelligence with the Beta and, occasionally, the Otis; and it assessed reading and math abilities with Wide Range Achievement Tests (WRAT). At least one test result was available for 59 percent of the Atlanta study subjects.

St. Louis did not assess general intelligence and used California Achievement Tests (CAT) in the assessment of reading and math ability. At least one test result was available for 63 percent of the St. Louis study subjects.

Baltimore enrollees with at least an eighth grade education were usually referred to the Employment Service for testing with the General Aptitude Test Battery (GATB). Half of the Baltimore study subjects took the GATB. The results of these assessments were discussed with NYC personnel by ES staff, but were not available to the study.

Employability planning

The development of an Individual Employability Plan (IEP) for and with each enrollee at the outset of his NYC-2 experience was a program feature designed to emphasize the goals of NYC training and to reinforce the enrollee's motivation to achieve training goals. The IEP, a feature not present in NYC-1 projects, required each site to develop new procedures. The research form designed to reflect this new phase of program operations was adapted to serve as an IEP form in two sites--Baltimore and St. Louis.

On the average, IEPs were completed 2.7 weeks after enrollment, with Baltimore being the most expeditious in this respect (1.2 weeks on the average) and St. Louis, the most deliberate (4.6 weeks on the average).

IEPs provided views of the enrollees at the outset of their NYC-2 careers, as well as participation schemes for the achievement of their training goals. The information concerning planned participation was often greatly modified by events.

Program participation

The NYC-2 standards permitted enrollees to participate in the program for a maximum of two years. When employability plans were prepared, counselors judged that it would take an average of 20 months for study subjects to complete their employability plans. These enrollees actually stayed in the program about 10 months on the average,or about half of the time projected by counselors; and many study subjects left the NYC before completing their employability plans.

In response to an item on the first interview schedule, between 80 and 85 percent of the subjects in Baltimore, Cincinnati, and St. Louis reported that they had not completed their employability plan at the time they left the program. Significantly more Atlanta subjects said that they had completed their employability plans; but, even in Atlanta, 67 percent of the interviewed subjects said that they had not completed their employability plans.

When employability plans were prepared, the proportions of time planned to be spent in various program components was projected. These projections (see Table 2.3) indicated that the Atlanta NYC planned more time in skill training than did the other programs. Compared to Atlanta, Baltimore and Cincinnati placed more emphasis on work experience. Compared to the other programs, St. Louis placed more emphasis on education

After the subjects had completed their program participation, actual component time proportions were reported (see Table 2.4). Comparisons between sites of actual with projected time proportions indicated that the sites differed in their emphasis of program components. In Baltimore and Cincinnati, the actual time work experience proportions were markedly larger than comparable projected time proportions, and underscored program emphasis on work experience in these two sites. The actual skill training time proportion in Atlanta was about the same as the comparable projected proportion; and, compared with the actual skill training time proportions in the other sites, Atlanta placed more emphasis on skill training. In St. Louis, the actual time proportion for counseling was about the same as the projected time proportion; but, compared to the other sites, St. Louis actually spent more time on counseling.

Table 2.3 Planned Allocations of Time Among Program Components, by Site

(N=502)
(Average planned percents, all subjects)

	A	B	C	SL	Total
Education	25%	28%	24%	33%	27%
Skill training	39	16	29	23	27
Work experience	27	38	37	32	34
Counseling and other services	9	17	11	12	12
Total	100%	99%	101%	100%	100%

Table 2.4 Actual Participation Time in Program Components, by Site

(N=502)
(Average participation percents, all subjects)

	A	B	C	SL	Total
Education	28%	24%	20%	35%	26%
Skill training	37	20	24	15	24
Work experience	31	50	54	37	44
Counseling and other services	4	7	2	14	6
Total	100%	101%	100%	101%	100%

Program components

The NYC experience of study subjects consisted of participation in one or more of four program components--education, skill training, work experience and counseling. As we have seen, the sites differed in the proportion of time that study subjects spent in these components. Site provisions for component experience and other services, discussed in the following sections, also differed. The sites' resources for providing enrollees with various kinds of experiences were clearly factors in program emphases and in the quality of NYC experience.

Education

When study subjects began enrolling in the NYC-2, the principal education resources in Atlanta were evening classes in the city high schools and the Atlanta Area Technical School. Assignment to one or the other of these education sites depended upon whether the enrollee sought to achieve a high school diploma or to pass the General Education Development test. The GED test may be taken at the age of 17 in Georgia, but formal High School Equivalency Certificates are not awarded until the age of 21. Up to the age of 21, individuals who have passed the GED test are provided with a letter stating that they have completed requirements for the Certificate.

The Atlanta program later developed additional education sites--other programs operated by the Board of Education, such as the Learning Skills Center and the Adult Education Center; the Postal Street Academy; the Literacy Foundation; and an NYC-2 capability at Fort McPherson that utilized programmed learning materials. Education at these sites tended to be focused on improving basic academic skills, although it could be targeted on GED achievement. The extent of assignments to these additional sites indicated that they were of minor importance in the Atlanta study groups.

At the outset of the study, the Baltimore NYC-2 education resource was the Annex of the Calvert Adult Education Center. The Annex, staffed by Board of Education teachers and operated for NYC-2 enrollees, provided three levels of education: Basic, Junior High Review, and Senior High Review (GED preparation). In Maryland, as in Georgia, the GED test may be taken when the student is 17 years old; but in Maryland students between the ages of 17 and 19 must have been out of regular school at least six months before they may take the test. In the course of the study the Baltimore project developed other education resources--notably GED preparation in two community colleges, Morgan and Coppin State.

Most of the Cincinnati education resources were designed to deliver basic education in classes set up at five sites: the Federal Building, the Cincinnati General Hospital, a Unitarian Church, the McMillan Adult Center and the Taft Center. The Cincinnati Board of Education, which will set up classes for a minimum of twelve students, provided instructors and materials for these basic education classes. The Board of Education also staffed a learning program focused on bringing students up to the 10th grade level. At the GED level, the Cincinnati NYC-2 project used learning labs at the McMillan and Stowe Centers and at the NYC Center. These labs provided programmed instruction material and as-needed counseling.

In Ohio, the GED test may be taken at the age of 18, but 19 is the minimum age for receiving a High School Equivalency Certificate. GED test results could be released earlier, however, in connection with employment or further education.

In St. Louis, education was provided at eight worksites by NYC-2 staff. At two of the sites, the Military Records Center and the National Personnel Records Center, volunteer tutors--worksite agency employees released from their jobs for several hours a day--augmented the instructional staff. All levels of education were provided at the worksites; but, as in Cincinnati, the GED test could not be taken until a student was 18 years old. The St. Louis project also developed a community college project which provided GED preparation in a college setting--principally at the Forest Park Community College.

In the two sites with worksite NYC education (Cincinnati and St. Louis) virtually all study subjects were assigned to education in the first or second months of their enrollments (see Table 2.5). In Cincinnati, about half of the subjects assigned to education had academic participation goals (high school diploma or GED; while, in St. Louis, slightly more had academic goals but almost all of the St. Louis goals were to achieve a GED.

More study subjects in Atlanta (38 percent) and Baltimore (30 percent) were reported to have had no education participation. Almost all of the Atlanta participants had academic goals (high School diploma or GED); whereas, more Baltimore subjects sought only to improve some of their academic skills and those who had academic participation goals were trying to achieve the GED.

Table 2.5 Education Participation, and Goals, by Site

(Percents of all subjects)

	Atlanta N=125	Balto. N=127	Cinci. N=125	St. L N=125
Educational goals				
High school diploma	26%	3%	32%	2%
GED	31	24	14	61
Improved skills only	6	43	46	36
No education reported	38	30	8	0
Total	101%	100%	100%	99%
Month of NYC experience in which education classes began (mean)	2.7	2.3	1.4	1.0

Two sites, Baltimore and St. Louis, attempted to improve their education components by providing GED preparation in community college settings. In all, about 14 percent of the study subjects in these two sites were involved in this kind of educational experience.

The education component can be evaluated in three ways: through teacher ratings, counselor ratings and enrollee reports. Table 2.6 reports teacher ratings on the first and last monthly report on enrollees participating in the educational program. Ratings tended to be lower at the end of the educational experience than they were at its beginning. The biggest rating drops were in Baltimore and St. Louis, while Atlanta and Cincinnati ratings remained relatively stable.

Table 2.6 Teacher Ratings of Enrollees' Interest and Progress in Education, Subjects with more than one Monthly Report, by Site

(Mean ratings on 5-point scales: 1=low; 5=high)

	A N=60	B N=71	C N=100	SL N=104	Total N=335
Rating of interest					
1st monthly report	4.0	3.7	3.5	3.7	3.7
Last monthly report	3.7	2.8	3.4	2.9	3.2
Rating of progress					
1st monthly report	3.3	2.7	3.1	3.0	3.0
Last monthly report	3.2	2.4	3.0	2.4	2.7

Another approach to the evaluation of the component is to consider the degree of progress reported by counselors and by the enrollees themselves. Fifty-four percent of the interviewed subjects who participated in NYC-2 education reported that they made no progress (see Table 2.7). The comparable figure for counselors was 45 percent indicating that the enrollees were more critical, for the most part, than were the counselors. The discrepancy between the counselor and enrollee ratings was particularly evident in the St. Louis data. Atlanta enrollees appeared to have made the most progress and Baltimore and St. Louis enrollees, the least.

Table 2.7 Enrollee and Counselor Reports on Educational Progress and Program Usefulness, by Site

(Based on enrollees participating in program)

	A	B	C	SL	Total
Enrollee report on progress	N=58	N=78	N=62	N=66	N=264
No progress	22%	72%	45%	68%	54%
Some progress	45	24	44	11	30
High school diploma or GED	33	4	11	21	16
Total	100%	100%	100%	100%	100%
Counselor report on progress	N=64	N=88	N=88	N=105	N=345
No progress	34%	53%	49%	40%	45%
Some progress	39	43	39	51	44
High school diploma or GED	27	3	13	9	12
Total	100%	99%	101%	100%	101%
Enrollee report on NYC education	N=63	N=78	N=64	N=70	N=275
Education was useful	75%	62%	45%	19%	50%

Another way of examining the usefulness of the educational component was provided by the response to a question on the 1st interview schedule asking the enrollees whether they found their experience with continuing education useful. Half of them said that they did, but there was extensive site variation ranging from 75 percent affirmative for Atlanta to 19 percent for St. Louis.

The composite results suggest that it is difficult for NYC programs to maintain enrollee interest and progress in education. Site comparisons indicated that Atlanta enrollees were most satisfied with the component. Despite the greater emphasis put on education by the St. Louis NYC program, very significantly fewer St. Louis study subjects reported that their NYC education had been useful.

Skill training

Sources of skill training for NYC-2 enrollees were of two kinds: city schools and training programs, and NYC-2 project training. The city programs served the whole community, while the NYC programs were exclusively for enrollees.

City programs included public and private trade schools and special training courses such as those operated by OIC and MDTA. These community facilities were the major source of NYC-2 skill training in Atlanta, Baltimore and St. Louis (see Table 2.8).

Table 2.8 Sites of Initial Skill Training Assignments (Percents of all subjects)

	A N=125	B N=127	C N=125	SL N=125
Public schools and programs	37%	27%	6%	13%
Private trade schools	3	1	0	5
NYC and NYC agencies	8	9	42	9
No skill training	52	63	52	74
Total	100%	100%	100%	101%
Skill training assignment in first or second month of NYC experience (percent)	19%	23%	37%	6%
Month of NYC experience in which skill training began (mean)	6.2	3.7	3.6	8.7

Very few NYC-2 study subjects received skill training in private trade schools, whose use was virtually limited to two sites (Atlanta and St. Louis) and to Beautician/Barber training.

Atlanta had the most comprehensive public trade school resource, the Atlanta Area Technical School (AATS); and more than three-fourths of all Atlanta skill training assignments were to this facility. Because AATS was geared to serve high school graduates, however, it was useful only to enrollees with relatively high grade achievement (at least 10th grade); and because AATS operated on a semester basis, even initially qualified enrollees might have to wait several months before they could start their skill training.

The use of public skill training resources in other sites also tended to be limited by enrollees' qualifications. Baltimore's public resources, for example, included Board of Education courses in construction trades, auto mechanics, and refrigeration and air conditioning; but to qualify for any of these courses an enrollee had to be at least 17 years old. To qualify for auto mechanics or refrigeration and air conditioning, furthermore, an enrollee had to have completed at least 10th grade. Finally, even qualified enrollees interested in these kinds of training often had to wait for assignments to them, because the training classes were formed periodically and served the entire city.

In contrast to public skill training resources, NYC skill training could be fitted to enrollee qualifications and was exclusively available to enrollees. Cincinnati's skill training was, for the most part, NYC training, which was provided through two models: co-op and on-the-job training.

Cincinnati's NYC-1 pioneered co-op skill training with a Clerical Co-op Program. This program provided clerical training through cycles of preparation in the NYC education center followed by practice work in the offices of cooperating businesses, with the cycles being repeated until the trainee was employable. Often the trainee was hired by her (most of the clerical co-oppers were women) last practice employer. In NYC-2 the co-op model was expanded to include sales and cashier training and auto mechanics. NYC-2 co-op experience, however, seemed less productive. This may have been a reflection of the circumstance that the more youthful NYC-2 enrollees were less successful in their practice assignments and tended to "turn off" cooperation in the business community--an essential part of the co-op model.

In addition to co-op training, the Cincinnati NYC-2 organized work experience so that an enrollee could acquire job skills of interest to its agencies. The NYC skill training in other sites also involved this on-the-job experience. Although the quality of this kind of training was variable, some NYC on-the-job skill training was most effective in terms of ultimate employment.

The operation of skill training variables--public or NYC training, and the limited usefulness of public training to very young and ill-educated enrollees--are reflected in site percentages of skill training participation. Nearly half of the older, more-educated Atlanta study subjects participated in skill training which commenced, on the average, in the seventh month of their enrollments. The same percentage of the younger, less-educated Cincinnati study subjects participated in skill training which commenced, on the average, in the fourth month of their enrollments. Skill training participation was lowest in Baltimore and St. Louis (37 and 26 percent, respectively)--sites whose enrollees were younger and less-educated than Atlanta enrollees and which depended on public skill training resources. Skill training was most delayed in St. Louis where it began, on the average, in the ninth enrollment month.

The participants in the skill training component, on the average, were given a higher rating on their interest and progress than were the participants in the education component. While their interest tended to drop between the first and last rating, the size of the drop was not nearly as large as in the education program and was significant only in St. Louis (see Table 2.9). Ratings of progress in skill training indicated that progress tended to be maintained in each site throughout skill training participation.

Table 2.9 Skill Trainers' Ratings of Enrollees' Interest and Progress, Subjects with more than one Monthly Report, by Site

(Mean ratings on a 5-point scale: 1=low; 5=high)

	A N=48	B N=31	C N=49	SL N=29	Total N=157
Interest rating					
First monthly report	4.0	3.6	3.6	4.2	3.8
Last monthly report	3.8	3.4	3.4	3.5	3.5
Progress rating					
First monthly report	3.2	2.9	3.0	3.3	3.1
Last monthly report	3.4	2.9	2.9	3.0	3.1

The kinds of work for which skill training was provided showed expected concentration in trades for male subjects, and in clerical work, for female subjects (see Table 2.10). Atlanta's more comprehensive skill training resource, the AATS, was reflected in a larger variety of trade training for its male subjects, while Cincinnati's NYC training was reflected in more offbeat occupational training (clerical and human service) for male subjects. In each of the sites, skill training for female subjects was most apt to be in clerical work.

Work experience

The principal feature of NYC-1 was work experience gained in project agencies--schools, hospitals, Federal, State, and municipal agencies, and private non-profit community organizations. A major thrust of NYC-2 was away from work experience. The reduced emphasis on work experience in NYC-2 permitted each site to chose agencies and worksites that, experience had shown, could provide useful training experiences.

Even though NYC-2 de-emphasized work experience, 86 percent of all study subjects reported some participation in this program component, with work experience being most widespread (94 percent) in St. Louis and least widespread (66 percent) in Atlanta (see Table 2.11). Study subjects with work experience began their participation in the second month of their enrollments, on the average.

Table 2.10 Kinds of Skill Training, Earliest Assignment, by Site and Sex

(All subjects with skill training assignments)

	A	B	C	SL	Total	
	N	N	N	N	N	%
Male						
Clerical[a]	0	0	6	0	6	8%
Health service, child care	0	2	7[b]	2[b]	11	15
Barber	2	0	0	3	5	7
Auto mechanics	6	10	3	3	22	30
Construction, carpentry	5	9	2	0	16	22
Other trades	7	2	3	2	14	20
Total	20	23	21	10	74	102%
Female						
Clerical[a]	31	17	34	18	100	79%
Health service, child care	7	4	2	0	13	10
Beautician	3	0	0	1	4	3
Other trades	0	3	3	4	10	8
Total	41	24	39	23	127	100%

a. Includes office and other clerical, and keypunch
b. Includes one subject whose work was described as professional aide

St. Louis worksites were concentrated in hospitals and Federal agencies; Cincinnati worksites were also concentrated in hospitals but included more schools and non-Federal agencies and organizations; and Baltimore's worksites were more diversified than those of either St. Louis or Cincinnati. Atlanta's worksites were concentrated in Federal and other agencies and in community organizations.

Sites of work experience tended to be associated with particular kinds of experience: schools and day care centers, for example, provided more work related to children; hospitals provided more health service work; housing projects, more maintenance work; and other sites, more clerical work (see Table 2.12). The often large installations which served as NYC-2 worksites, however, provided many kinds of work experience. Hospitals, for example, provided clerical, maintenance, and aide experience (other than health service aide) as well as experience in health service and patient care. Overall, the most common kind of work experience was clerical.

Table 2.11 Sites of Work Experience, NYC-2

(Percents of all subjects)

	A N=125	B N=127	C N=125	SL N=125
Schools, day care centers	9%	13%	14%	1%
Hospitals, health clinics	4	26	43	42
Housing projects	3	16	1	0
Federal agencies, other than hospitals and NYC	32	13	9	47
Other agencies and organizations	17	18	16	5
No work experience reported	34	14	17	6
Total	99%	100%	100%	101%
Enrollment month in which first work experience reported (average)	1.6	1.4	2.2	1.2

Table 2.12 Kinds of Work Experience by Site of Work Experience

(Percents of all subjects with work experience)

	Sites of Work Experience				All
	Schools N=46	Hospitals N=144	Housing Projects N=27	Other N=197	N=414
Clerical	26%	24%	7%	72%	46%
Maintenance	17	10	70	9	14
Health services	9	40	4	1	16
Working with children	39	3	4	4	7
Aides to manual or professional workers	9	22	15	14	16
Total	100%	99%	100%	100%	99%

Work experience could provide opportunities for vocational exploration as well as the discipline inherent in work situations. The Cincinnati project appeared to have made the most creative use of this component in that its initial work experience assignments were to "Feeder" positions in one of four work areas: health, mechanical, clerical or social services. Ordinarily, satisfactory Feeder experience was followed by successively more demanding assignments in the same area, so that an enrollee could progress in vocational knowledge and skill. Unsatisfactory Feeder experience, on the other hand, might be followed by assignment to another Feeder area where the enrollee might perform better.

Study data included three views of work experience: those of work supervisors, contained in monthly reports of the subject's performance; those of counselors who, when the subject terminated from NYC, summarized the subject's interest and progress in work experience; and those of the subjects themselves expressed in their first follow-up interviews.

Supervisors considered the work performance of 37 percent of the enrollees to be "good" or "outstanding" and 32 percent to be unsatisfactory with and without signs of improving (see Table 2.13).

Table 2.13 Last Performance Rating[a] by Work Supervisor
(Percents of all subjects with work experience ratings)

Rating	A N=78	B N=111	C N=104	SL N=109	Total N=402
Outstanding	13%	5%	4%	8%	7%
Good	37	30	27	28	30
Adequate	22	26	39	34	31
Unsatisfactory, but shows signs of improving	13	14	11	13	12
Entirely unsatisfactory and unpromising	15	25	20	17	20
Total	100%	100%	101%	100%	100%

a. Includes ratings of enrollees with only 1 month of work experience

Compared with average supervisors' ratings for the first month of work experience, average supervisor's ratings for the last month of work experience were significantly lower (see Table 2.14). Attendance ratings showed the sharpest decrease, and drops in all ratings tended to be greatest in St. Louis.

Comparisons of first and last monthly work supervisor ratings for subjects in sex/race subgroups indicated that attendance ratings declined significantly in each subgroup. Black subjects' ratings also declined significantly on all other scales, except that black females' final ratings in quality and quantity of work were substantially similar to their first ratings. These results indicated that the quality of work experience participation tended to decline, and that deterioration in this component experience was most marked among black male subjects.

Table 2.14 First and Last Work Supervisor Ratings of Performance in Work Assignment, Subjects with more than one Monthly Rating, by Site

(Mean ratings on 5-point scales: 1=low; 5=high)

	A N=72[a]	B N=103[a]	C N=92[a]	SL N=97[a]	Total N=364[a]
Overall performance					
First rating	3.7	3.3	3.2	3.8	3.5
Last rating	3.3	2.8	2.8	3.0	2.9
Punctuality					
First rating	4.1	3.8	3.5	3.9	3.8
Last rating	3.7	3.3	3.2	3.1	3.3
Attendance					
First rating	4.4	3.6	3.8	3.9	3.9
Last rating	3.4	2.8	2.9	2.7	2.9
Quality of work					
First rating	3.7	3.4	3.3	3.6	3.5
Last rating	3.7	3.1	3.2	3.3	3.3
Quantity of work					
First rating	3.7	3.3	3.3	3.6	3.5
Last rating	3.6	3.1	3.2	3.3	3.3
Attitude toward work					
First rating	3.9	3.4	3.3	3.7	3.9
Last rating	3.4	3.1	3.1	3.2	3.6
Attitude to authority					
First rating	4.3	3.9	3.4	4.0	3.9
Last rating	3.9	3.5	3.4	3.5	3.6

a. Ns slightly less on some scales.

When subjects terminated from the program, Counselors' reports indicated that about half of the subjects had been usually or always interested and 17 percent had been usually or totally disinterested (see Table 2.15). The remaining 34 percent were sometimes interested. Baltimore had a slightly larger proportion in the higher interest categories but differences between sites were not significant.

Table 2.15 Counselors' Rating of Participating Enrollees' overall Interest in Work Experience

(Percents of all subjects reported)

	A N=75	B N=106	C N=91	SL N=100	Total N=372
Always interested	9%	12%	12%	7%	10%
Usually interested	44	45	33	36	40
Sometimes interested	24	26	43	40	34
Usually disinterested	21	7	10	11	12
Totally disinterested	1	9	2	6	5
Total	99%	99%	100%	100%	101%

In their first follow-up interview, subjects were asked to characterize the quality of their work supervision in NYC. Seventy percent of the subjects reported that their work supervision had been "pretty good" or "very good" (see Table 2.16); and only 7 percent reported that their supervision had been "below average." While St. Louis subjects rated their work supervision lower, on the average, than did subjects in other sites, subjects' ratings of their work supervision suggested that most subjects, regardless of site, were reasonably satisfied with their NYC work supervision.

Table 2.16 Enrollees' Rating of NYC Job Supervision

(Percents of all subjects responding)

	A N=63	B N=97	C N=79	SL N=67	Total N=306
5. Very good	51%	43%	42%	37%	43%
4. Pretty good	27	32	25	21	27
3. About average	19	16	27	34	23
2. Not so good	2	5	5	5	4
1. Poor	2	4	1	3	3
Total	101%	100%	100%	100%	100%
Mean	4.2	4.1	4.0	3.9	4.0

Compared with work supervisor ratings, the views of counselors and enrollees on NYC work experience were more homogeneous. The supervisors' ratings, however, indicated that the quality of work experience tended to deteriorate over time and that this deterioration was greater in the St. Louis project than in other sites, and greater among black males than among other sex/race subgroups.

Supportive services

In addition to the major participation components--education, skill training, and work experience--NYC-2 projects provided a number of supportive services such as counseling, health, and day care. The delivery of supportive services to study subjects is reported in the next following sections.

Counseling

Baltimore and St. Louis provided counseling through teams: Baltimore had four teams, each consisting of a supervisor, a field supervisor, a senior group leader, four group leaders, an interviewer, and a job locator, as needed; and St. Louis had four teams, each consisting of a leader, three counselors, two education instructors, and an aide. Cincinnati's counseling staff consisted of thirteen vocational counselors under a counseling supervisor, and Atlanta's, of eight caseload counselors.

On entering the NYC-2, the new enrollee was assigned to a counselor who provided liaison between the enrollee and the program. Counselors were usually attached to assignment locations so that, when an enrollee's assignment changed his counselor might also be changed.

Three kinds of counseling were reflected in study data: scheduled and unscheduled individual counseling, and group counseling. Study subjects were reported to have attended, on the average, about two scheduled individual counseling meetings per month, (see Table 2.17) with Baltimore subjects attending the most (3.4 meetings per month) and St. Louis subjects attending the least (1.4 meetings per month).

Table 2.17 Attended Counseling per Month, by Site
(Mean attendance, all subjects)

	A N=125	B N=127	C N=125	SL N=125	Total N=502
Mean meetings per month--					
Individual counseling--					
Scheduled	1.8	3.4	1.7	1.4	2.1
Unscheduled	.8	1.0	.4	.8	.8
Group counseling	.6	1.0	.2	5.8	1.2
All counseling	3.2	5.4	2.4	8.5	4.8
Mean hours per month--					
Individual counseling--					
Scheduled	1.5	3.1	1.6	1.2	1.9
Unscheduled	.6	.8	.4	.6	.6
Group counseling	1.1	1.1	.2	8.2	2.6
All counseling	3.4	4.9	2.2	10.1	5.1

Attendance of about one unscheduled individual counseling meeting per month was reported for study subjects in each site except Cincinnati, where the average was nearer one meeting every two months.

Individual counseling meetings, both scheduled and unscheduled, averaged about an hour in Cincinnati and a little less than an hour in the other sites. Compared to the other sites, Baltimore delivered more individual counseling.

Group counseling was emphasized in St. Louis where, on the average, study subjects attended 5.8 group counseling meetings per month and 11 percent of the enrollees' time was spent on this activity. This average was very much higher than the averages in other sites. Study subjects in Cincinnati, the site that reported the least group counseling, spent less that .5 percent of their time on this activity.

Group counseling meetings tended to be longer than individual counseling meetings, particularly in St. Louis.

In terms of total counseling, St. Louis delivered far more counseling (8.5 meetings and 10.1 hours per month per subject, on the average) than did the other sites. Most of the counseling in St. Louis, however, was group counseling. So far as individual counseling was concerned, Baltimore delivered the most--about four meetings per month per subject, on the average, as compared with about two meetings in the other sites.

Comparisons of first and last monthly ratings of subjects' responses to counseling (see Table 2.18) indicated some deterioration in responses over time, except in Cincinnati. The most extensive decline in average ratings occurred in St. Louis.

Table 2.18 First and Last Counselor Ratings of Enrollees' Responses to Counseling, Subjects with more than one Monthly Report, by Site

(Mean ratings on 5-point scales: 1=uninterested; 5=interested)

	A	B	C	SL	Total
Response to--					
Individual counseling	N=114	N=116	N=115	N=98	N=443
First report	4.0	4.1	3.6	4.0	3.9
Last report	3.8	3.6	3.7	3.2	3.6
Group counseling	N=57	N=73	N=47	N=107	N=284
First report	3.6	3.9	3.4	3.8	3.7
Last report	3.7	3.6	3.6	3.2	3.5

The views of study subjects on counseling were sought in two items of the first follow-up interview. The first of these items asked "How often did you see your counselor?" Responses to this item (see Table 2.19), although structured in approximate frequencies, generally substantiated program reports, with Cincinnati subjects reporting less frequent meetings and St. Louis subjects reporting the most frequent meetings.

Table 2.19 Subject Reports of Frequency of Counseling Meetings, by Site

(Percents of all reporting subjects)

How often did you see your counselor?	Atl N=97	Balto N=109	Cinci N=110	St.L N=86
About once a week, or more frequently	82%	57%	43%	99%
2-3 times a month	14	38	29	1
About once a month or less frequently	4	6	27	0
Total	100%	101%	99%	100%

First follow-up interviews also reflected counseling in an item that asked the subject to indicate which of a number of listed aspects of NYC-2 experience had been useful. St. Louis differed significantly from the other sites in the percentage of subjects who found "nothing useful" about their experience (38 percent, as compared with virtually none in the other sites). Among subjects who indicated at least one useful aspect of their NYC-2 experience St. Louis subjects averaged fewer responses than subjects in other sites. Compared to subjects in the other sites St. Louis subjects were very significantly less apt to indicate that "help from counselor" had been a useful part of their NYC-2 experience.

These data indicated that the counseling delivered by the St. Louis project was probably less effective than that delivered by the other sites. The varying counseling systems in the other sites, however, seemed to be roughly equivalent in their effectiveness, as gauged by these measures.

Health

When the sites began their NYC-2 projects, Atlanta and Baltimore planned to provide routine physical examinations to new enrollees, and St. Louis planned to organize such routine services in the near future. None of these sites fully realized their plans for routine examinations so far as study subjects were concerned.

The percentage of subjects for whom some medical or dental service was reported was highest in St. Louis (45 percent) and lowest in Cincinnati (20 percent). Most of the service reported in St. Louis consisted of a physical exam only; however, and the percentages of subjects for whom non-routine medical treatment was reported was roughly the same in Atlanta, Cincinnati, and St. Louis (15, 13, and 14 percent, respectively). In Baltimore the comparable percentage was about twice that reported in the other sites. Whether the higher Baltimore treatment percentage reflected more need or better diagnostic and treatment services is a question that cannot be answered by our data.

In addition to medical and dental services, optical services for a few enrollees were reported in each site. Overall, about four percent of the study subjects were reported to have received optical exams and/or eyeglasses--about the same percent as that for dental services. Although the sites differed in their provision of routine medical exams, therefore, they were similar in their provision of non-routine health services.

Day care

NYC-2 guidelines provided that day care for the preschool children of enrollees could be arranged when the lack of this care might impede program participation. Atlanta made the fullest use of this provision, with day care services reported for all female Atlanta enrollees with children. About half of the female Cincinnati enrollees with children were reported to have received day care services; while, in Baltimore and St. Louis, the percents of female enrollees with children who received day care services were much smaller.

Transportation

NYC-2 guidelines allowed for the reimbursement of travel time in some situations. Two sites--Atlanta and Cincinnati--reported the provision of transportation as a supportive service to some of their enrollees: 10 percent in Atlanta, and 9 percent in Cincinnati.

Other supportive services

Other supportive services--referrals to prenatal clinics, to drug abuse programs, to mental hygiene counseling; and help in finding housing--were reported for about 5 percent of the study subjects. These other services were most frequently reported in Cincinnati (11 percent) and least frequently, in St. Louis (only one subject).

Termination

In a model NYC-2 enrollment, termination from the program would occur after IEP completion and would involve placement help from the project for the exiting enrollee. Even when an enrollee left the NYC-2 before IEP completion, the termination policies of the site projects provided for placement assistance as needed and possible. To give placement help, however, the projects needed to work with the enrollee: the terminations had to be jointly planned by the project and the enrollee.

The percents of study subjects whose terminations were jointly planned (see Table 2.20) were about the same in Atlanta, Baltimore and Cincinnati (from 35 to 39 percent). Compared to subjects in these sites, significantly fewer St. Louis subjects (24 percent) left the program in this way.

Table 2.20 Termination Conditions by Site (Percents of all reported subjects)

	Atl N=125	Balto N=127	Cinci N=125	St.L N=125
Planned jointly by project staff and enrollee	35%	39%	38%	24%
Other--				
Disciplinary termination	12	19	24	25
Law trouble, institutionalized	2	2	2	1
Self-separated	51	41	36	50
Total	100%	101%	100%	100%
Not terminated (N)	(0)	(0)	(2)	(0)
No report (N)	(2)	(0)	(0)	(4)

Other kinds of exits from the program--disciplinary terminations, terminations due to trouble with the law, and unilateral self-separations by the enrollee--signaled less successful NYC-2 experience.

At the time of termination, the projects reported on post-termination plans, if any, for the exiting enrollee. These plans--to provide post-NYC-2 counseling to the ex-enrollee, to provide counsel to the ex-enrollee's employer, and to re-enroll the youth--were most frequently reported (see Table 2.21) for St. Louis subjects (66 percent) and least frequently reported for Baltimore subjects (24 percent).

Post-termination counseling plans were not otherwise reflected in study data. Some reflection of re-enrollment plans, however, was provided by the thirty re-enrollments that occurred in the course of the study. Although many of these re-enrollments were of subjects for whom re-enrollment plans had not been reported, re-enrollments gauged the ability of projects to give a second chance to enrollees whose first chance at NYC-2 experience had been unsuccessful. Except in Cincinnati, where 11 percent of the subjects re-enrolled, the extent of re-enrollment was negligible.

Table 2.21 Post-Termination Plans by Site
(Percents of all subjects)

	Atl N=125	Balto N=127	Cinci N=125	St. L N=125
Plans reported	59%	24%	45%	66%
No plans reported	41	76	55	34
Plans[a]--				
Counseling with enrollee	42%	20%	35%	58%
Counseling with employer	5	9	17	4
Re-enrollment	27	20	21	8
(Actual re-enrollment)	(3%)	(6%)	(11%)	(3%)

a. More than one plan might be reported for an enrollee.

Placement help

Each of the site projects staffed job development to some extent. In Atlanta and St. Louis, this function was reflected in the positions of Job Development Counselor and Job Developer, respectively. Baltimore and Cincinnati staffed this function more heavily: in Baltimore, two Job Locators, under a Job Development Counselor, worked with counseling teams; and in Cincinnati, three Job Developers worked under a Job Development Supervisor.

The job development staffs, either directly or through counselors, could help terminating enrollees to specific post-NYC jobs. Job placement help provided to exiting enrollees was reflected in the study in structured information items: whether the project had taken the subject to a job interview, whether it had made an appointment for a job interview, whether it had helped the enrollee with application forms, whether it had provided job-test practice and, more generally, whether it had told the enrollee where and how to look for a job. The same structured items were used in first follow-up interviews.

When all of the information was in, at the end of the study, the role of the NYC-2 projects in post-NYC placements (in schools and other training programs as well as jobs) was reviewed (see Table 2.22). Specific NYC assistance to a post-NYC job was highest in Baltimore (26 percent), but most of the Baltimore jobs were not in trained-for work. Trained-for work placements were highest in Atlanta (12 percent), and work-site placements were highest in Cincinnati (8 percent).

Table 2.22 Placement Help after NYC-2, by Site
(Percents of all subjects)

	Atl N=125	Balto N=127	Cinci N=125	St. L N=125
NYC assistance in finding a job--				
Job in NYC worksite	2%	5%	8%	1%
Job in trained-for work	12	1	6	2
Other job, NYC secured	0	20	2	0
NYC jobseeking help[a]	18	16	16	18
NYC-assisted placement in schools, training programs or military service	6	5	7	3
No placement help reported	62	54	59	76
Total	100%	101%	98%	100%

a. Program and enrollee reported jobseeking help from NYC, but help did not lead directly to job.

Each of the site projects provided about the same percentage (16-18 percent) of help that had not led to a job, and each had been instrumental in placing exiting subjects in schools or other training programs to a small extent.

By far the largest percent of subjects in each site did not receive project placement help. Compared to subjects in other projects, however, significantly more St. Louis subjects received no placement help.

Subjects' views of NYC-2

First follow-up interviews with study subjects contained a number of items concerning the NYC-2 program. Data produced by these items delineated NYC-2 program operations from the subject's point of view. These results, some of which have already been reported above, reflected to some extent the varying experiences provided by the site projects, and repeatedly indicated generally poorer program experience in St. Louis.

Study subjects in Atlanta, Baltimore and Cincinnati averaged similar high ratings of the overall usefulness of their NYC-2 experience (see Table 2.23). St. Louis subjects averaged significantly lower overall usefulness ratings.

Table 2.23 Subjects' Rating of Overall Usefulness of NYC-2 by Site

(Percents and means for interviewed subjects)

	A N=97	B N=111	C N=110	SL N=86	Total N=404
1. No use at all	4%	1%	4%	31%	9%
2. Very little use	5	8	6	8	7
3. Somewhat useful	14	16	20	13	16
4. Fairly useful	14	20	24	21	20
5. Very useful	64	55	46	27	49
Total	101%	100%	100%	100%	101%
Mean rating	4.3	4.2	4.0	3.1	3.9

When asked to indicate areas of program usefulness, virtually all subjects in Atlanta, Baltimore and Cincinnati indicated at least one useful area, and the average number of indicated useful areas was four in Atlanta and Cincinnati, and five in Baltimore. In contrast, 38 percent of the St. Louis subjects indicated that they had found nothing useful in their NYC-2 experience (see Table 2.24), and those that indicated some useful experience averaged three indicated areas.

Table 2.24 Subject Reports of Useful Aspects of NYC-2 Experience, by Site

(Percents of reporting subjects)

	Atl N=97	Balto N=109	Cinci N=110	St. L N=86
Help in getting job after NYC	32%	43%	29%	10%
Help from work supervisor	20	35	14	7
Help from counselor	39	37	27	9
Learning to get along better with people	47	48	50	30
Learning to work for a boss	22	48	41	17
Learning good work habits	56	65	59	20
Earning money	51	68	65	16
Getting job skills	56	59	61	20
Continuing education	48	44	26	15
Having an interesting job	29	54	34	8
Nothing useful	0	1	2	38
Average number of responses	4.0	5.0	4.1	1.9

Subjects in Atlanta, where work experience was less apt to be a part of NYC-2 experience, less frequently cited useful experience in "help from work supervisor" and "learning to work for a boss." Subjects in Baltimore, where work experience was a more common part of NYC-2 experience, more frequently indicated that these areas of NYC-2 experience had been useful. At the same time, the percent of Baltimore subjects who indicated useful experience in "getting job skills" was similar to the percents of Atlanta and Cincinnati subjects making this indication. These results suggested that study subjects felt that they had gained vocational competence through work experience as well as through skill training; or, alternatively, that there was a disposition to give "good marks" to NYC-2 projects throughout this structured item.

Compared to subjects in other sites, relatively fewer St. Louis subjects indicated usefulness of NYC-2 experience in most of the areas outlined in the questionnaire item. While Baltimore subjects, on the other hand, indicated more areas of usefulness, "help from work supervisor" and "having an interesting job" were two areas more frequently picked by

Baltimore subjects, suggesting that the quality of work experience at this site was a little better than at the other sites. It is noteworthy that, although the St. Louis program put the major emphasis on education and counseling, St. Louis subjects reported that these areas were useful less frequently than did subjects in other sites.

Composite variables

When all the data had been collected, the records of study subjects were reviewed and coded in terms of composite variables: measures of NYC participation that reflected all of the information collected for the subject. Composite variables provided the best gauges of NYC experience, because their information base was wider than that of variables reflecting a particular information source at a particular point in time.

Composite variables resolved inconsistencies that were sometimes present in data sets reflecting different sources of information; such as, for example, the program's report of services at the time of termination and the subject's subsequent report of NYC help received at this time. In resolving inconsistencies and developing the most accurate description of the subject's NYC participation, unstructured information (interviewers' comments and the subjects' responses to unstructured interview items) was also taken into account.

Component achievement

The composite variables for achievement in education, skill training and work experience were defined as follows:

1. Education achievement. A high school diploma or passing the GED exam as a result of NYC education comprised education achievement.
2. Skill training achievement. Completion of a skill training course was required.
3. Work experience achievement. Participation in work experience for at least three months and satisfactory ratings from work supervisors at the end of work experience.

Twenty-eight percent of the study subjects were credited with achievement in one or more program components (see Table 2.25). Female subjects were significantly more apt than male subjects (31 percent as compared to 22 percent) to have scored some component achievement. This difference was greatest in education achievement in which only 3 percent of the male subjects, as compared with 15 percent of the female subjects, either achieved a high school diploma or passed the GED exam as a result of their NYC education.

Table 2.25 Component Achievement, by Sex
(Percents of all subjects)

Program unit	Male N=232	Female N=270	Total N=502
Education only	3%	6%	5%
Education and skill training	0	1	1
Education and work experience	0	4	2
Education and skill training and work experience	0	4	2
Skill training only	5	4	5
Skill training and work experience	2	6	4
Work experience only	12	6	9
No completions	78	69	72
Total	100%	100%	100%
Total education	3%	15%	10%
Total skill training	7	15	12
Total work experience	14	20	17

There were no significant differences in component achievement that were associated with race, but comparisons of achievement among the sites (see Table 2.26) indicated significantly more achievements in Atlanta and Cincinnati (roughly one-third as compared with roughly one-fifth in Baltimore and St. Louis). The Baltimore results should be interpreted in light of the fact that the Baltimore study group included relatively more males (and, therefore, relatively more low achievers by and large) than did the other sites.

Table 2.26 Component Achievement, by Site
(Percents of all subjects)

Program unit	Atl N=125	Balto N=127	Cinci N=125	St. L N=125
Education only	6%	2%	4%	6%
Education and skill training	0	0	3	0
Education and work experience	5	1	2	2
Education and skill training and work experience	5	0	1	3
Skill training only	7	5	6	1
Skill training and work experience	9	2	3	4
Work experience only	3	11	14	7
No completions	66	79	67	77
Total	101%	100%	100%	100%
Total education	16%	3%	10%	11%
Total skill training	21	7	13	8
Total work experience	22	14	20	16

Quality of participation

A composite variable quantifying the overall quality of NYC participation, based on the ratings and reports of counselors, work supervisors and teachers, contained the following categories:

1. Poor quality throughout enrollment
2. Reasonably good quality at outset, followed by marked deterioration
3. Uneven quality without noticeable upward or downward trends
4. Poor quality at outset, followed by marked improvement
5. Good quality throughout enrollment.

The participation of significantly more female than male subjects (35 percent as compared with 20 percent) was either high throughout their NYC enrollments or markedly improved in the course of their enrollments (see Table 2.27). Subjects whose overall performance deteriorated outnumbered those whose performance improved by a ratio of about 8 to 1, among male subjects and, of about 4 to 1 among female subjects. Site comparisons of participation quality (see Table 2.28) indicated that more Atlanta subjects had consistently high quality participation. As in many other evaluative results, participation quality results indicated that St. Louis provided fewer good training experiences than did the other sites.

Table 2.27 Quality of Program Participation by Sex
(Percents of all subjects)

	Males N=232	Females N=270	Total N=502
Poor throughout	22%	18%	20%
Good start but deteriorated	38	26	31
Uneven	21	22	22
Improved significantly	5	6	5
High throughout	15	29	22
Total	101%	101%	100%

Table 2.28 Quality of Program Participation by Site
(Percents of all subjects)

	Atl N=125	Balto N=127	Cinci N=125	St. L N=125
Poor throughout	20%	15%	18%	26%
Good start but deteriorated	18	36	34	37
Uneven	26	23	18	20
Improved significantly	2	9	7	3
High throughout	35	17	23	14
Total	101%	100%	100%	100%

Summary

The NYC-2 program provided its enrollees with education, skill training, work experience, counseling, and other supportive services. Atlanta put the most emphasis on skill training, St. Louis put it on education and group counseling, while Cincinnati and Baltimore put it on work experience. Twenty-seven percent of the subjects were given a high rating on program participation throughout their enrollment or had improved significantly. About the same percentage demonstrated positive achievement in education, skill training, or work experience. About half were given consistently low ratings or their ratings deteriorated during their enrollment. The remaining 22 percent had an uneven record with respect to quality of program participation.

Only two of the sites (Atlanta and Cincinnati) had a sufficient number of white enrollees to justify an analysis by race; and, in these two sites, sex rather than race seemed to be the most important variable. Often the best understanding of the data was obtained if these two variables were considered together and their interactions examined. For example, whites tended to leave the program earlier than blacks, but most of this difference could be attributed to the longer tenure of black females. As in NYC-1, the NYC-2 seemed to be most attractive to the black female.

Compared to subjects in other sites, Atlanta subjects tended to receive higher initial interest ratings in program participation; Atlanta subjects chalked up more component achievements and also gave higher ratings to their NYC experience. A high proportion of the Atlanta enrollees were older girls who had completed a higher grade in school and had to leave because of pregnancy. It seemed likely that the programs for assisting the pregnant school girl were not as well developed in Atlanta as in the other three sites and the NYC was a useful alternative to these girls in Atlanta, but other options were available in the other sites.

As reflected in the data reported in this chapter, the St. Louis project consistently lagged behind the other sites. The generally poorer quality of St. Louis NYC experience, suggested by these results, is consistent with the results of other measures of program effectiveness reported in the next chapter, which also place St. Louis behind the other sites.

III

INTERVIEW RESULTS

After study subjects had left the NYC, two rounds of follow-up interviews were conducted. The purpose of the first round of interviewing, which occurred shortly after a study subject terminated from the NYC, was to obtain the enrollees' views of their NYC experience and information concerning their activities in, and expectations of, the world of work. The second round of interviewing occurred about a year later, when study subjects could be expected to have had considerable exposure to the labor market. The second interview was designed to get more complete information concerning the experiences of study subjects in the world of work.

First-round interviewing began in late 1970 and was continued until all but 2 percent of the study subjects had terminated from the NYC, a period of about two and a half years. At the time of their first interviews, subjects averaged 18.6 years of age, or about one and a half years older, on the average, than when they had enrolled in the NYC (average age of 17.1 years). Second-round interviews were completed in late 1973 and early 1974. The average age of subjects when interviewed in the second round was 19.7 years.

Results pertaining to post-NYC activities and attitudes from both rounds of interviewing are reported below.

Family unit

First-round interviews showed 70 percent of the subjects living in households headed by parents or by relatives (see Table 3.1), while second-round results showed 57 percent in parental or fictive-parental households. Although the movement toward independent family units was well underway by the time of the second interview, a little more than half of the subjects were still dependent in this respect. Black males were most likely to still be living in a parental home at the time of the second interview (79 percent) and white females the least (20 percent). Black females were most likely to be living alone (37 percent) and white females, to be living with their spouse (50 percent).

Table 3.1 Family Unit at Time of Interview, by Sex and Race (Percents of interviewed subjects)

	WM	BM	WF	BF	Total
First interview	N=27	N=139	N=29	N=209	N=404
Father-headed	30%	28%	27%	21%	25%
Mother-headed	26	47	10	33	36
Relative-headed	11	9	14	8	9
Live with spouse	15	4	24	16	12
Live alone	15	7	21	22	16
Other	4	6	3	0	2
Total	101%	101%	99%	100%	100%
Second interview	N=31	N=134	N=25	N=193	N=383
Father-headed	13%	23%	8%	16%	18%
Mother-headed	17	49	8	23	31
Relative-headed	10	7	4	8	8
Live with spouse	24	8	50	15	15
Live alone	28	9	29	37	26
Other	7	4	0	2	3
Total	99%	100%	99%	101%	101%

Most of the study subjects were single at the time of both interviews. There was a significant increase, however, in the proportion of subjects who were or had been married, from 7 percent at time of enrollment, to 18 percent at time of the first interview, to 27 percent at the time of the second (see Table 3.2). At the time of the second interview white females were the most likely to have been married (58 percent) and black males, the least (14 percent). Within the married group blacks were more likely to be divorced, seperated, or widowed.

The average number of children per study subject increased steadily from .36 at time of enrollment to .65 at time of first interview and .84 at time of second interview. The number of children was the largest among black females with an average of 1.20 children and 81 percent with children.

Table 3.2 Marital Status and Number of Children at Time of Interview, by Sex and Race

(Percents of interviewed subjects)

	WM	BM	WF	BF	Total
First interview	N=27	N=139	N=29	N=209	N=404
Marital status--					
Single	85%	93%	69%	76%	82%
Married	15	4	24	16	13
Divorced/separated/ widowed	0	3	7	8	6
Total	100%	100%	100%	100%	101%
Average number of children	.07	.29	.43	.99	.65
Percentage having children	7%	23%	36%	71%	47%
Second interview	N=31	N=134	N=25	N=193	N=383
Marital status--					
Single	69%	85%	42%	69%	73%
Married	24	8	50	15	16
Divorced/separated/ widowed	7	6	8	16	11
Total	100%	99%	100%	100%	100%
Average number of children	.31	.41	.75	1.20	.84
Percentage having children	24%	34%	59%	81%	58%

Source of support

Since one objective of the NYC program was to enhance the employability of participants and thus increase their ability to be self supporting, sources of support were of particular interest. At the time of the first interview only 28 percent of the study group were supported by their own earnings or allowances; 39 percent were supported by parents' income (earnings or welfare) and 19 percent were supported by their own welfare; 9 percent were supported by their spouses and 5 percent were supported by a wide range of sources (see Table 3.3). The study group had become somewhat more self supporting at the time of the second interview in that support from own earnings and allowances had increased to 42 percent and support from parents had dropped to 19 percent. The percent supported by welfare, however, had increased from 19 percent to 25 percent.

Table 3.3 Major Source of Support at Time of Interview, by Sex and Race

(Percents of interviewed subjects)

	WM	BM	WF	BF	Total
First interview	N=27	N=139	N=29	N=209	N=404
Parents	41%	50%	28%	33%	39%
Spouse	0	1	21	14	9
Own earnings or allowance	56	40	31	16	28
Own welfare	4	2	10	33	19
Other sources	0	7	10	4	5
Total	101%	100%	100%	100%	100%
Second interview	N=31	N=134	N=25	N=193	N=383
Parents	14%	33%	8%	12%	19%
Spouse	0	0	46	14	10
Own earnings and allowance	79	61	33	24	42
Own welfare	0	2	13	47	25
Other sources	7	5	0	5	4
Total	100%	101%	100%	102%	100%

At the time of the first interview, males were more likely than females to be supported by their parents or by their own earnings. Females, on the other hand, were more likely to be supported by spouse or by their own welfare. Black females were most apt (33 percent) to be principally supported by welfare. Site comparisons of sources of support indicated that Atlanta had the highest proportion of females supported by their spouses. St. Louis, on the other hand, had the lowest percentage of former enrollees supported by their own earnings or training allowances.

By the time of the second interview males had become more self supporting and less likely to be supported by parents. Black females had become more self supporting but also significantly more likely to be supported by welfare. White females were more likely to receive support from their husband.

The increase in the black females dependence on welfare probably reflected the increased number of children in this subgroup.

Post-NYC activities

Information about the post-NYC activities of the study subjects was sought through the two approaches. The first approach produced information about current activities: responses to the question, What are you doing now? The second approach produced information about activities in periods preceding the interview: from the time of NYC termination in first-round interviewing; and from July, 1972 in second-round interviewing.

At the time of the first interview (see Table 3.5), 30 percent of the study group was employed full time in either civilian or military jobs and 37 percent were unemployed (not working and looking for work). The overall unemployment rate, the proportion of participants in the civilian labor force who were unemployed, was 59 percent.

Table 3.4 Female Dependencies by Race
(Percents of all female subjects)

	WF N=35	BF N=235	Total N=270
Married, living with husband	31%	11%	14%
Head of own household, with children, welfare supported	3	23	20
Head of household, with children, self-supported	6	7	7
In parental household, with children, supported by parents	0	24	21
Unmarried, no children	40	19	22
Undetermined	20	16	17
Total	100%	100%	101%

Black females had the highest unemployment rate (69 percent) and white males had the lowest (39 percent). The St. Louis group had a catastrophic 84 percent unemployment rate, and by comparison Atlanta had a mere 41 percent.

Sixty-three percent of all study subjects were participants in the civilian labor force at the time of their first interviews. Substantial proportions of male subjects, particularly white males, were in the military, so that the total (civilian and military) participation rate for study subjects was 71 percent. There were no significant site differences in labor force participation.

Table 3.5 Activities at Time of First Interview, by Sex and Race

(Percents of all subjects with activity reports[a])

	WM N=42	BM N=161	WF N=29	BF N=206	Total N=438
Civilian labor force					
Employed full time	33%	25%	28%	17%	22%
Employed part time	0	6	14	2	4
Unemployed	21	38	24	42	37
(Sub-total CLF)	(54)	(69)	(66)	(61)	(63)
Military	31	12	0	0	8
(Sub-total CLF and military)	(85)	(81)	(66)	(61)	(71)
Outside labor force					
School	0	0	3	5	3
Training	2	6	0	1	3
Jail	5	6	3	1	3
Family care	0	0	14	10	5
Disinterested	5	4	14	7	6
Discouraged	2	1	0	0	1
Illness or pregnancy	0	2	0	14	8
(Sub-total outside LF)	(14)	(19)	(34)	(38)	(29)
Total	99%	100%	100%	99%	100%
Unemployment rate (CLF)	39%	55%	36%	69%	59%

a. Includes subjects for whom activities reported as well as interviewed subjects.

Six percent of the subjects were in school or training, with all of the males in training programs and none in school. On the other hand almost all the females were in school and not in training.

The employment situation had improved somewhat by the second interview (see Table 3.6): 33 percent of the subjects were employed full time and the overall unemployment rate was 46 percent, a reduction of 13 percent from the rate at the time of the first interview. The unemployment rate for black females was still the highest, 58 percent, and the unemployment rate for white males had dropped to 20 percent. The rate for St. Louis subjects dropped to 68 percent and, for Atlanta subjects, to 33 percent.

Table 3.6 Activities at Time of Second Interview, by Sex and Race

(Percents of all subjects with activity reports)

	WM N=41	BM N=155	WF N=26	BF N=191	Total N=413
Civilian labor force					
Employed full time	46%	39%	46%	24%	33%
Employed part time	2	3	0	8	5
Unemployed	12	26	19	44	33
(Sub total CLF)	(60)	(68)	(65)	(76)	(71)
Military	32	13	4	0	8
(Sub total CLF and military)	(92)	(81)	(69)	(76)	(79)
Outside labor force					
School	0	1	0	1	1
Training	0	4	0	2	2
Jail	2	8	0	1	4
Family care	0	0	12	9	5
Disinterested	2	3	4	2	3
Discouraged	0	0	0	2	1
Illness or pregnancy	2	1	15	7	5
(Sub total outside LF)	(6)	(17)	(31)	(24)	(21)
Total	98%	98%	100%	100%	100%
Unemployment rate (CLF)	20%	38%	29%	58%	46%

The military and civilian labor force participation rate had increased to 79 percent. The proportion in school and training had dropped as had the proportion unable to work because of illness or pregnancy. It is interesting that the percentage of enrollees who said they were discouraged stayed at 1 percent in both interviews.

Information concerning the period preceding the second interview reflected, on the average, 14 months of activities. The average proportion of time spent in the civilian labor force (70 percent) corresponded closely to "current" rates of participation and unemployment at the time of interview. The average proportion of time spent in unemployment, however, was somewhat less than the unemployment rate at the time of interview (38 percent as compared to 46 percent). While unemployment may have been more prevalent at the time of interview than in the preceding 14 months, as these results suggest, the results might also reflect the subject's inaccurate recall of past events. Among study subgroups, proportions of time spent in unemployment showed the same patterns as did "current" unemployment rates. Atlanta subjects reported the smallest, and St. Louis subjects reported the largest proportions of time in unemployment.

Employment

At the time of the second interview, 73 percent of the interviewed subjects reported that they had held at least one job in the past year (see Table 3.7). White males were most likely to have held a job and black females the least. As with other guages of adjustment to the world of work, employment in the past year indicated that Atlanta subjects were in the lead (87 percent had had at least one job) and St. Louis subjects lagged (only 58 percent reported one job or more).

The average hourly pay of the last job was $2.41 (see Table 3.8). Males on the average earned more than females with white males earning the most ($3.05). The higher average pay of the white male category was due almost entirely to four white males in Atlanta who averaged over $5.00 an hour. There was no significant difference between white and black males in Cincinnati.

Table 3.7 Number of Jobs During Past Year at Time of Second Interview, by Sex and Race

(Percents of all interviewed subjects)

	WM N=31	BM N=134	WF N=25	BF N=193	Total N=383
Number of jobs--					
None	7%	21%	22%	34%	27%
One	26	30	43	35	33
Two	41	29	26	20	25
Three	11	12	4	6	8
Four or more	15	8	4	5	7
Total	100%	100%	99%	100%	100%

Table 3.8 Hourly Rate of Pay in Last Job at Time of Second Interview, by Sex and Race

(Means, all interviewed subjects with jobs in past year)

	WM N=24	BM N=99	WF N=17	BF N=115	Total N=255
First post NYC job					
Hourly rate	$3.05	$2.64	$1.96	$2.15	$2.41
Standard deviation	1.42	1.03	.58	.70	.97

Subjects who were jobless when interviewed but who had previously been employed were asked why they had left their last jobs. Ending of the job and dissatisfaction were the major reasons listed by males, and dissatisfaction and pregnancy were the major reasons listed by females (see Table 3.9).

Table 3.9 Reasons for Leaving Last Job, by Sex

(Percents of previously employed jobless subjects)

Reason	Males N=35	Females N=58	Total N=93
School, training, military	3%	3%	3%
Job ended	26	12	17
Illness or pregnancy	11	24	19
Fired	11	10	11
Dissatisfaction	23	40	33
Other	26	10	16
Total	100%	99%	99%

Employers' reports

Further information about the employment experiences of the subjects was sought by sending short questionnaires to their current or most recent employers. Permission to write to employers was sought and obtained from a little over 90 percent of the subjects. Some questionnaires did not yield information (returned because of inadequate addresses, subject unknown to employer, etc.); but usable responses were received from the employers of 162 subjects. These returns indicated that about 40 percent of the subjects were still employed at the time the employer completed the questionnaire, while 60 percent had terminated. The employers' perceptions of the reasons for termination were quite similar to those given by the subjects. Employers' reports indicated that, among terminated subjects, most had quit and only about 15 percent left because the job ended (see Table 3.10). Whites were more likely to still be employed. Black females were more likely to have quit and black males, to have been fired.

Table 3.10 Employers' Report of Reasons for Termination, by Sex and Race

(Percents of all subjects with employers' reports)

	WM N=16	BM N=63	WF N=13	BF N=70	Total N=162
Quit	18%	23%	31%	49%	35%
Job ended	6	13	0	9	9
Fired	13	21	8	16	17
Still employed	63	44	62	26	40
Total	100%	101%	101%	100%	101%

Employers were also asked to rate the subjects' job performance. These ratings (see Table 3.11) divided the subjects about equally into three groups: (1) "good"; or "outstanding" (36 percent); (2) adequate (31 percent); and (3) unsatisfactory (33 percent). Differences in ratings among sex/race subgroups were not significant, but, there were significant site differences of a familiar pattern: Atlanta subjects getting more good and outstanding ratings; and St. Louis subjects, more unsatisfactory ratings.

Table 3.11 Employers' Report of Job Performance, by Sex and Race

(Percents of all rated subjects)

	WM N=16	BM N=63	WF N=13	BF N=70	Total N=162
Job Rating					
Outstanding	0%	2%	8%	11%	6%
Good	21	29	46	30	30
Adequate	36	33	31	28	31
Unsatisfactory, improving	21	19	0	12	15
Entirely unsatisfactory	21	17	15	19	18
Total	99%	100%	100%	100%	100%

Outcomes

A composite outcome variable, coded on the basis of a review of each subjects' file, was developed to describe the outcomes of NYC experience. This variable contained 10 categories, defined as follows:

1. Good work adjustment. Subject currently in full time job which pays at least $2.50 per hour (for males) or $2.00 per hour (for females). Subjects in this category maintained an employed status while in the civilian labor force, and received "adequate" or better performance ratings from their employers.

2. Fair work adjustment. Subject has maintained employed status for a substantial portion of the period of his labor force participation, but there are one or more deficits in his employment. Deficits included current unemployment or current part time employment, substandard rates of pay, and marginal work performance ratings from employers.

3. Minimal work adjustment. Subject has some successful experience with work, but most of the measures indicate a poor adjustment to work.

4. Unsatisfactory work adjustment. Subjects in this category have worked but their job performance has been unsatisfactory.

5. Minimal labor force participation. These subjects have not kept jobs long enough for their performance to be evaluated and they do not have alternate sources of support.

6. Poor adjustment first interview. These subjects could not be located for the second interview and results of the first interview indicated they were making a poor adjustment to work.

7. Jail. Subjects either were currently in jail or had been in jail for most of the post-NYC period and thus their work adjustment could not be evaluated.

8. School, training, or military. Subjects currently enrolled in school, training, or military at the time of interview, so that their work adjustment could not be evaluated.

9. Wives supported by husbands. Subjects were placed in this category only if their work experience was insufficient to permit an evaluation of their work.

10. Undetermined because of insufficient or conflicting information.

The picture which emerges from an analysis of outcomes is discouraging to those who hoped that NYC experience would (see Table 3.12) be followed by good adjustments to the world of work. Only 10 percent of the subjects, at an average age of about 20 years at the time of the 2nd interview, had been employed full time at relatively good pay for a reasonable period of time and were giving at least adequate service to their employer. If the more stringent criteria of being employed in work which could advance the subject toward his career goal had been used, the percentage of good adjustments would have been cut in half.

Compared to other sex/race subgroups, black females were more likely to have minimal labor force participation without alternate sources of support and the white females were more likely to be supported by their husbands. As might be expected, St. Louis had the fewest subjects with a good or fair adjustment to work and had more subjects making a poor adjustment. There were no significant differences among the other sites.

An analysis of the attitudes, characteristics, and type and quality of program experience showed that a number of categories could be grouped together for analysis purposes thus creating a scale of 1 to 4 in the dimension of work adjustment.

The first 3 categories remained unchanged. Categories 4, 5, 6 and 7 were combined to create a new category 4. The "school, training, or military," the "wife supported by husband" and the "undetermined" categories were eliminated since they did not provide information on current adjustment to work. After these changes were made, it was apparent that black females made the poorest adjustment to work (see Table 3.13).

Table 3.12 Outcome Categories of Study Group at Time of Second Interview, by Sex and Race
(Percents of all subjects)

	WM N=49	BM N=183	WF N=35	BF N=235	Total N=502
Good work adjustment	14%	12%	20%	6%	10%
Fair work adjustment	8	11	9	9	10
Minimal work adjustment	16	11	6	15	13
Unsatisfactory work adjustment	14	15	11	12	13
Minimal labor force participation	0	11	6	30	18
Poor adjustment, 1st interview	4	7	3	6	6
Jail	2	8	3	1	4
School, training, military	27	15	6	6	11
Wife supported by husband	0	0	17	5	4
Undetermined	14	10	20	11	11
Total	99%	100%	101%	101%	100%

Table 3.13 Work Adjustment by Sex and Race
(Percents of all subjects in labor force, 2nd interview)

	WM N=29	BM N=137	WF N=21	BF N=185	Total N=372
Good	24%	16%	33%	7%	13%
Fair	14	15	14	12	13
Minimal	28	15	10	19	18
Poor	34	54	43	62	56
Total	100%	100%	100%	100%	100%

Occupational goals

The ten-year occupational goals of study subjects were explored in the last sections of the two follow-up interviews. After asking the subjects to identify their occupational goals, the interviewers asked subjects to estimate their chances of goal achievement and to indicate obstacles that stood in the way of goal achievement.

There was very little difference in the goals reported in first and second interviews: in both interviews, female subjects most frequently reported goals in clerical and sales work; and male subjects most frequently reported goals in crafts and trades. Substantial proportions of subjects, both male and female, reported goals in health or human service work (social worker, nurse, nurse's aide, laboratory technician). Goals in health and human services were reported in significantly larger proportions in follow-up interviews than in intake interviews, a result that suggested program effect in goal definition.

The subjects estimated that their chances of getting the kind of work that they would really like to be doing were fairly good on the average (see Table 3.14). Twenty-eight percent thought their chances were "very good," and 22 percent thought that their chances were "not so good" or "unlikely." There were no significant race/sex or site differences nor were there any significant changes between the first and second interview.

Table 3.14 Subjects' Estimate of Chances of Achieving 10 Year Occupational Goal at Time of Second Interview, by Sex and Race

(Percents of interviewed subjects)

	WM N=31	BM N=134	WF N=25	BF N=193	Total N=383
Very good	37%	32%	30%	24%	28%
Fairly good	37	53	35	53	50
Not so good	11	7	10	19	14
Unlikely	15	8	25	5	8
Total	100%	100%	100%	101%	100%

Subjects were then asked about impediments to goal achievement. In the first interview this information was collected in two ways. First, subjects were asked an unstructured question, "Is there anything that might hold you back from becoming (job named by subject as what he would like to be doing in 10 years)?" After the response to this unstructured question had been recorded and after the subject had been asked to estimate his or her chances of goal achievement, the subject was given a card which listed a number of possible impediments to goal achievement. The subject was then asked to indicate any of the listed impediments that might keep him from becoming the kind of worker that he wanted to be.

The reason for using both a structured and unstructured question was that in a previous study, we were struck by the small percentage of black youths who had listed discrimination as an impediment to occupational goal achievement. The question in that study was unstructured and we wanted to use the same format in this study. We also, however, wanted to determine if there would be any substantial change if the subject was asked specifically to evaluate discrimination as an impediment. The unstructured question, which appeared only in the first follow-up interview, was coded in the same categories that were used in the structured question.

Compared with responses to the unstructured questions there were more responses in each category to the structured question. In both unstructured and structured reports, the most frequent responses were "lack of education and training" and "nothing" (see Table 3.15). The structured question elicited responses in two categories (discrimination, 6 percent; and transportation, 9 percent) that were without responses in the unstructured form of the question.

In the study group as a whole, structured responses concerning impediments to goal achievement were similar in the first and second interviews (see Table 3.16): the most frequent responses were "nothing" and "lack of education or training." The percent of subjects who reported no impediments increased in the second interview (37 percent as compared with 23 percent), however, and the percent of subjects indicating lack of education or training as an impediment decreased (42 percent as compared with 57 percent). These changes suggested that greater experience with the world of work, reflected in the second interview, tended to reduce the subjects' perceptions of impediments to occupational achievement.

Table 3.15 Comparison of Unstructured and Structured Questions on Impediments to Goal Achievement, First Interview

(Percents of all responding subjects)

	Unstructured Question N=360	Structured Question N=360
Lack of jobs	2%	13%
Discrimination	0	6
Family problems	2	6
Police record	1	6
Lack of education or training	31	57
Health or physical condition	1	4
Transportation	0	9
Other	8	5
Nothing	54	23
Total	99%	129%[a]

a. Total can be more than 100% because of multiple responses.

Table 3.16 Impediments to Goal Achievement, Second Interview, by Sex and Race

(Percents of all interviewed subjects)

	WM N=31	BM N=134	WF N=25	BF N=193	Total N=383
Lack of jobs	8%	8%	6%	10%	9%
Discrimination	0	5	0	4	4
Family problems	0	2	24	9	7
Police record	13	16	0	1	7
Lack of education or training	38	39	47	45	42
Health or physical condition	0	2	18	5	4
Transportation	0	11	12	9	9
Other	0	4	0	2	3
Nothing	54	33	29	38	37
Total[a]	113%	120%	136%	123%	122%

a. Total can be more than 100% because of multiple responses.

Females cited family problems and health and physical conditions more frequently while males felt more impeded by their police records. The conclusion of a previous study[1] that discrimination does not appear to inner city black school dropouts as a major impediment to achieving their occupational goal is supported from the data in this study. Only 5 percent of the black males and 4 percent of the black females reported that discrimination was one of the things that might keep them from doing the kind of work that they would really like to be doing 10 years from now.

Baseline comparisons

Comparisons of study results with baseline data from other sources provide perspectives for evaluating the outcomes reported above. Baseline data included unemployment rates, comparable NYC-1 outcomes, and outcomes in a control study group.

Unemployment rates

When this study began, in April, 1970, city and areawide unemployment rates in the site cities indicated that the Atlanta labor force was in the best shape and the St. Louis labor force was in the worst shape (see Table 3.17). Area rates in August 1973, when second-round interviewing began, again indicated that the St. Louis area reported relatively more unemployment than did the other sites. Although unemployment rates in the total labor force by no means describe the situation for young disadvantaged workers, the higher St. Louis unemployment rates were consonant with the poorer employment outcomes of St. Louis subjects.

Efforts were made to estimate the 1973 figures for labor force participation rates and unemployment for school dropouts, 19-20 years of age, living in the site cities. It proved impossible to get exact comparisons. The figures which were available, however, provided no evidence for the conclusion that program experiences in the NYC reduced unemployment compared to what it might have been if the subjects had not participated in the program.

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[1] Regis H. Walther, Margaret L. Magnusson, and Shirley E. Cherkasky, A Study of Negro Male High School Dropouts Who Are Not Reached by Federal Work-Training Programs (NTIS # PB 202110, 1970.)

Table 3.17 City and Area Unemployment Rates, April, 1970, and Area Unemployment Rates, August 1973, by Site

	April, 1970		Aug., 1973
	City Rate	Area Rate	Area Rate
Atlanta	3.4	3.1	3.5
Baltimore	4.7	3.8	4.4
Cincinnati	4.7	5.2	3.4
St. Louis	6.3	6.5	5.3

Sources: City unemployment: U.S. Bureau of the Census, Low-Income Areas in Large Cities, Final Report PC(2)-9B, Table 1; and

Area unemployment: U.S. Department of Labor, Manpower Administration, Area Trends in Employment and Unemployment, June, 1971, (p. 29 et seq.) and October, 1973 (p. 33 et seq.). August rates are "preliminary."

Comparison of NYC-1 and NYC-2

One of the purposes of this study was to compare the effectiveness of the NYC-1 and NYC-2 programs. The NYC-2 program was redesigned on the basis of experience with the NYC-1 program, and it was expected that the new design would increase program effectiveness. St. Louis and Cincinnati had both been included in the longitudinal studies of NYC-1 and NYC-2 and it was therefore possible to make some comparisons.

One important difference between the two programs was that youth aged 16 to 21 were eligible for NYC-1, while NYC-2 restricted eligibility for the most part to 16- and 17-year-olds. The policy difference was reflected in our data in that the NYC-1 study group averaged a higher age and included a wider range of age. At the time of entry into the NYC program the NYC-1 subjects averaged about 18.3 years of age while in NYC-2 they averaged 17.1. As should be expected much less time was spent on education, skill training, and counseling in NYC-1. Over 70 percent of the NYC-1 enrollees did not participate in remedial education programs while in NYC-2 only 25 percent failed to participate. Skill training was rarely part of the NYC-1 experience but comprised 24 percent of the NYC-2 experience. The amount of time spent on counseling remained about the same for NYC-1 and NYC-2. NYC-1, of course, put most of its emphasis on work experience.

There is some evidence that NYC-2 enforced educational guidelines more stringently. The NYC-1 study group had about 10 percent high school graduates while NYC-2 had none. Since the NYC-1 enrollees were older, they also were out of school longer at time of enrollment and a higher percentage were married and had children.

In comparing NYC-2 outcomes with those of NYC-1, only the younger NYC-1 subjects (those born in 1949 or later) have been considered. The comparative study groups were substantially similar in terms of a number of variables (see Table 3.18). The NYC-1 study group, however, was only about half the size of the NYC-2 group, and the numbers involved in some subgroups of interest were too small to support detailed analysis. In particular, the number of white subjects in the NYC-1 group--seven men and four women--was inadequate.

The two groups matched on the important intake variable of family structure in that 57 percent of the subjects in each study group grew up in broken homes. St. Louis NYC-1 subjects gave significantly higher ratings of usefulness to their NYC experience. This is another bit of evidence that the St. Louis NYC-2 subjects had an unusually negative view of the NYC-2 program.

When the NYC-1 study subjects were interviewed in 1969, about one-third of them reported that they were not in the civilian labor force (see Table 3.19). The two largest categories among those not in the labor force were "in school or training"--a category that reflected some subjects who were still in the NYC--and "not working, not looking for work" without additional information. The proportion of NYC-2 subjects who were not in the civilian labor force was nearer one-fourth, and contained relatively more subjects in military service, but fewer in school or training and fewer who were simply not working and not looking for work.

Table 3.18 Selected Characteristics of NYC-1 and NYC-2 Study Groups

	NYC-1	NYC-2
Number of subjects--		
Cincinnati	49	115
St. Louis	47	86
Total	96	201
Sex/race composition (percent)--		
Male		
White	7%	9%
Black	27	29
Female		
White	4	10
Black	61	51
Total	99%	99%
Intake variables--		
Schooling completed (mean grades)	9.1	9.0
From broken home (percent)	57%	57%
Program variables--		
Usefulness of NYC (mean)[a]--		
Cincinnati	4.2	4.1
St. Louis	4.4	3.1
Total	4.3	3.6

a. Rated on a 5-point scale (1=no use; 5=very useful). NYC-2 rating occurred in first interview.

Compared with activities reported by NYC-1 subjects, the activities reported by NYC-2 subjects not only showed more participation in the civilian labor force but less employment and more unemployment. In both NYC-1 and in NYC-2 St. Louis subjects reported significantly less employment and significantly more unemployment than did Cincinnati subjects. The differences between NYC-1 and NYC-2, however, characterized each of the sites. Neither within sites nor in composite comparisons were the differences--less employment and more unemployment and more participation in NYC-2--large enough to be statistically significant. While these results do not conclusively show that the employment picture was worse for NYC-2 subjects, they definitely indicated that the employment outcomes of NYC-2 subjects were not better than those of NYC-1 subjects. The unemployment rate was lower for each area at the time the NYC-1 subjects were interviewed and this factor probably accounts for their slightly better employment rate.

Table 3.19 Activities at Time of Follow-up, NYC-1 and NYC-2 Study Groups, by Site

(Percents of all subjects)

	NYC-1			NYC-2		
	Cinci N=49	St.L N=47	All N=96	Cinci N=115	St.L N=86	All N=201
In civilian labor force--						
Employed--						
Full-time	37%	23%	30%	33%	17%	26%
Part-time	4	4	4	6	7	6
Job, not at work	2	0	1	0	0	0
Unemployed	20	40	30	29	52	39
Not in civilian labor force--						
In school or training program	10	11	10	0	7	3
In military service	4	2	3	10	9	9
In jail	4	0	2	4	0	3
Not looking for work--						
Homemaker	10	4	7	8	2	5
Unable	0	2	1	8	1	5
Other[a]	8	13	10	3	4	3
Summary--						
Employed	43%	28%	35%	39%	24%	32%
Unemployed	20	40	30	29	52	39
Not in civilian force	37	32	34	33	23	28
Participation rate	63%	67%	65%	68%	76%	71%
Unemployment rate	32	60	46	43	68	55

a. Not working, not looking for work, and no other conditions reported.

Activities at the time of follow-up in the two largest subgroups--black male and female subjects--showed larger percents of unemployment in NYC-2 (see Table 3.20). This apparent deterioration in NYC outcomes was not statistically significant among black males. Combined site results, however, showed that, compared to NYC-1, NYC-2 black females reported significantly more participation and unemployment. In NYC-1 St. Louis black females reported significantly less employment and more unemployment than comparable Cincinnati subjects; but NYC-2 results--which reflected increases in adverse percentages in both sites--showed no significant differences between Cininnati and St. Louis black females in percentages of employment, unemployment, and nonparticipation. These results indicated that the employment picture for NYC-2 black females was significantly worse than for comparable NYC-1 subjects.

Table 3.20 Civilian Labor Force Status at Time of Follow-up, NYC-1 and NYC-2, Black Subjects by Sex and Site

(Percents of all subjects)

	NYC-1			NYC-2		
	Cinci	St.L	All	Cinci	St.L	All
Black male	N=14	N=12	N=26	N=31	N=34	N=65
Employed	36%	33%	35%	42%	26%	34%
Unemployed	14	33	23	29	44	37
Not in CLF	50	33	42	29	29	29
Participation rate	50%	67%	58%	71%	71%	71%
Unemployment rate	29	50	40	41	63	52
Black female	N=27	N=32	N=59	N=50	N=47	N=97
Employed	41%	22%	31%	32%	17%	25%
Unemployed	22	47	36	44	66	54
Not in CLF	37	31	34	24	17	20
Participation rate	63%	69%	66%	76%	83%	79%
Unemployment rate	35	68	54	58	79	69

Overall, comparisons of the activities reported by NYC-1 and NYC-2 subjects at the time of follow-up indicated that the employment outcomes of NYC-2 in Cincinnati and St. Louis were significantly poorer for black female enrollees than were comparable employment outcomes of NYC-1. For other enrollees, these comparisons supported the conclusion that NYC-2 outcomes were not significantly better than those of NYC-1.

Cincinnati experimental/control study

Pursuant to the design of this study, a Cincinnati control study group was constituted from young people similar to those in the NYC study group except for the fact that control subjects had not been in the NYC. Subjects in this control group were interviewed in the late summer of 1973, about when experimental subjects in this site were being interviewed for the second time. The interview completion rate in the control group was somewhat lower (60 percent) than in the experimental group and produced an interviewed control group that contained significantly fewer black male subjects (see Table 3.21).

Table 3.21 Selected Variables, Cincinnati Experimental and Control Groups

(Percents of all subjects)

	Experimental[a] N=111	Control N=75
Sex/race composition (percent)		
White male	13%	15%
Black male	27	12
White female	15	25
Black female	45	48
Total	100%	100%
Age at interview (mean years)	19.6	20.1
In city more than 10 years (percent)	91%	97%
Dropped out of school		
After finishing grades 10 or 11 (percent)	33%[b]	46%
After finishing grade 9 or less (percent)	67%[b]	54%
Resumed education after dropout (percent)	50%	43%
H.S. diploma or GED (percent)	13%	9%
Reported some kind of skill training	76%	25%
Completed some kind of skill training	33%	10%

[a] Tabulations made before follow-up results for 4 experimental subjects were received.

[b] Intake report for all experimental subjects.

Compared with subjects in the experimental group, subjects in the control group were half a year older, on the average; were even more apt to have been in the city for the past ten years; and were more apt to have dropped out of school after completing the 10th or 11th grade. The difference in dropout grade stemmed from the significantly higher proportion of male subjects in the control group who had completed 10th or 11th grade.

Approximately the same proportions of subjects in the two study groups had resumed their educations (in either full time or part time schooling), and about one subject in ten in each group reported getting a high school diploma or passing the GED. In each group female subjects were more apt than male subjects to report resumed education and diploma or GED achievement.

Subjects in the experimental group were very significantly more apt to report that they had had some skill training, and about the same percentage (approximately 40 percent) of subjects in each group who reported skill training also reported that they had completed at least one kind of training. Because so few subjects in the control group reported skill training, however, the proportion of completed skill training was very significantly smaller in the control group (10 percent as compared with 33 percent). In both groups, most of the completed skill training reflected female subjects who had completed clerical training.

Reports of training outside of NYC and public schools (see Table 3.22) indicated that men in the experimental group were more apt to have had some training in programs such as the Job Corps, OIC, CORE and in private trade schools than were men in the control group. Among female subjects, women in the control group were more apt to have had training in other programs and in private schools than were women in the experimental group. The extent of time in training programs and private schools, reported in average months for all subjects, suggested that the principal training difference between the two groups was the presence of NYC in the experimental group.

Table 3.22 Sources and Extent of Skill Training Other than in Public Schools or NYC, Experimental and Control Groups, by Sex

(Mean months, all subjects)

	Experimental	Control
Male subjects	N=44	N=20
Mean months in--		
Job Corps	1.05	.60
MDTA	.02	0.00
Other programs (OIC,CORE,etc.)	.50	0.00
Private trade or business school	.34	0.00
Total	1.91	.60
Female subjects	N=67	N=55
Mean months in--		
Job Corps	.20	.11
MDTA	.21	.54
Other programs	.09	.35
Private trade or business school	.18	.92
Total	.68	1.92

At the time of interview, very significantly more subjects in the control group were married and living with their spouses (see Table 3.23). This difference was particularly striking among female subjects: nearly half of the women in the control group, compared to only 16 percent in the experimental group, were married and principally supported by their husbands. Women in the experimental group, on the other hand were significantly more apt to be single and to be supported by their own earnings. The proportion of women who were principally supported by their own welfare was substantially the same in both groups; but, if women currently married are excluded, the proportion of welfare was much higher in the control group (76 percent of the unmarrieds in the control, as compared to 44 percent in the experimental group).

At the time of interview, women in the control group had less labor force participation than the women in the experimental group (see Table 3.24). This difference was probably caused by the greater proportion of the women in control group supported by their husbands.

Table 3.23 Selected Characteristics at Time of Interview, Experimental and Control Groups, by Sex.
(Percents and means of all subjects)

	Experimental	Control
Male subjects	N=44	N=20
Marital status (percent)		
Married, living with spouse	9%	25%
Single, never married	84	70
Divorced, separated, widowed	7	5
Total	100%	100%
Major source of support (percent)		
Parents	14%	20%
Own earnings[a]	70	60
Own welfare	0	15
Other	16	5
Total	100%	100%
Female subjects	N=67	N=55
Marital status (percent)		
Married, living with spouse	16%	45%
Single, never married	72	51
Divorced, separated, widowed	12	4
Total	100%	100%
Major source of support (percent)		
Parents	9%	4%
Spouse	16	42
Own earnings	31	11
Own welfare	37	42
Other	5	2
Total	98%	101%

[a] Includes own training allowances and unemployment compensation.

Compared to men in the control group, significantly more men in the experimental group were not yet actively participating in the civilian labor force. Among active participants, rates of unemployment were a little higher in the experimental group (33 percent compared with 26 percent).

Table 3.24 Participation in Civilian Labor Force at Time of Interview, Experimental and Control Groups, by Sex.

(Percents of all subjects)

	Experimental	Control
Males	N=44	N=20
Working full-time	43%	60%
Working part-time	4	10
Not working, looking for work[a]	23	25
Not in CLF[b]	30	5
Total	100%	100%
Participation rate	70%	95%
Unemployment rate	33	26
Females	N=67	N=55
Working full-time	27%	22%
Working part-time	7	5
Not working, looking for work[a]	32	27
Not in CLF	34	45
Total	100%	99%
Participation rate	66%	54%
Unemployment rate	49	50

a. Jobseeking in week preceding interview and unemployed at time of interview.

b. Of the 12 men in the experimental group who were not in the civilian labor force, 7 were in military service, and 4 were in school part time. In the control group, 1 man was in military service.

The unemployment rate was found to be very high for both the experimental and control groups. This data provided no evidence of program effectiveness based on a comparison of the two groups.

Summary

By the time of the second interview, when study subjects averaged almost 20 years of age, study results indicated that most study subjects were a long way from achieving financial independence through their own earnings. A judgment could be made about the labor market experience of 74 percent of the study group. The remaining subjects had not entered the labor force because they were (a) in the military, school, or a training program, (b) housewives supported by their husbands, or (c) not rated because of incomplete or contradictory information.

Of the subjects with labor force experience, only 13 percent appeared to be succeeding in the world of work. The work histories of these subjects showed that they were earning their way and had done so for a number of months, that their current rates of pay were relatively high, and that their employers considered their work to be adequate or better. Another 13 percent had made a fair showing in the world of work in that their records indicated successful job experience in some respects but also suggested some deficiencies; such as, for example, only part time work, work at very low rates of pay, limited time in employment, or unemployment at the time of interview. The records of the remaining 74 percent indicated major problems in the world of work.

The St. Louis group had the poorest performance on all measures. Atlanta had the best performance on most but not all measures. The black females had the severest employment problem. Since their quality of NYC program participation was as high and in some respects a little higher than other groups, it seems likely that a considerable part of their more adverse outcomes was a result of their having to support children without financial assistance from a husband. Sixty four percent of the black females were attempting to support children on their own or with the help of their parents compared with only 10 percent of the white females.

Over a third of the subjects reported that there was nothing standing in the way of getting the kind of job they wanted "10 years from now." Two thirds of those who did report obstacles in their path said that the major obstacle was their lack of education or training. A surprisingly low percentage of the black subjects reported discrimination as an obstacle.

The recurrent result that the St. Louis group of subjects had relatively poorer employment outcomes than other study groups was consonant with the fact that unemployment was higher in St. Louis. Good employment outcomes were undoubtedly more difficult to achieve in this site, and the prospect of employment problems may have been a factor in the emphasis of this program on education and group counseling. However that may be, the St. Louis program appeared to be less useful to its enrollees than were the programs in other sites. Compared to the NYC-1 St. Louis program, also,the St. Louis NYC-2 program appeared to be less effective and less useful in the opinion of St. Louis enrollees.

Comparative results of the Cincinnati NYC-1 program indicated a decline in employment effectiveness, particularly for young black women. This may have been due in part to the fact that the Co-op training feature of the Cincinnati program, a contributor to its effectiveness in NYC-1, was of diminished usefulness in NYC-2. The decline of the Co-op has been attributed to the fact that the younger NYC-2 enrollees tended to be too immature to perform well on Co-op work assignments to local businesses. Their poor performance tended to turn off essential cooperation from the business community.

Comparative data from special studies failed to indicate that NYC-2 projects were achieving significantly better results than NYC-1 projects (in Cincinnati and St. Louis) or that NYC-2 experience significantly improved the work adjustment of disadvantaged dropouts (Cincinnati).

The overall results of NYC-2 experience did not support the expectation that the revised program would produce measurably better results for disadvantaged young people. Even though most of the study subjects had not demonstrated successful adjustments to the world of work, however, the records of some of the subjects were success stories. It is to the factors involved in successful NYC experience that we now turn.

IV

PREDICTORS OF WORK QUALITY

This chapter reports significant relationships between the characteristics of study subjects and their NYC experience, discussed in earlier chapters, and employment outcomes. The analysis of these relationships proceeded from the identification of significant single variables to the construction of a composite Work Quality Predictor which estimated the effects of all variables associated with outcomes.

As described in the preceding chapter, outcomes of NYC experience included four categories of work adjustment, ranging from "good" to "poor," which constituted an interval scale. The association of variables to work adjustment; determined by various statistical techniques[1], was analyzed through the comparison of subjects whose employment outcomes were "good" with subjects whose outcomes were "poor."

In reporting the results of this analysis, the variables found to be significantly associated with employment outcomes have been divided into four time-frames: (1) intake variables developed when the subject enrolled in the NYC; (2) participation variables developed from program reports of the subjects' NYC experience; (3) termination variables describing the circumstances in which the enrollee left NYC; and (4) post-NYC variables developed from the information contained in follow-up interviews.

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[1] The primary techniques were t test, correlation and multiple-correlation.

Intake information

When subjects enrolled in the NYC information was collected concerning their personal characteristics and backgrounds. Some of this information, such as age, family unit and welfare status, was collected in the standard NYC enrollment form; some was collected in the initial interview form; and some was developed in the first days of NYC experience when employability plans were being developed and when, in some sites, subjects were involved in testing. All of the information described subjects at the outset of their NYC experience.

Family background

It has been suggested that an individual's family background can influence his work adjustment, because the models and values given by his family can help or hinder him in his assumption of adult roles. Two questions in our study related to family background. The first asked whether the family was on welfare and the second asked the subject whether both parents were present in the parental family, whether the family was headed by only the mother or father, or by somebody else. Both welfare and family structure were significantly associated with the outcome variable in that subjects who came from a family with both parents present and not on welfare did better than those who came from mother-headed families on welfare. The combination of these two variables into a composite score showed that 53 percent of the subjects making a "good" adjustment to work compared to 25 percent of those making a "poor" adjustment came from non-welfare families with both parents present (see Table 4.1).

Table 4.1 Family Structure and Welfare, and Outcomes by Sex

Family structure	Males		Females		Total	
	Good N=29	Poor N=84	Good N=20	Poor N=124	Good N=49	Poor N=208
Non-welfare, both parents present	59%	27%	45%	23%	53%	25%
Other	41	73	55	77	47	75
Total	100%	100%	100%	100%	100%	100%

Age

In view of the narrow age-range of the subjects in the study, it was suprising that a low but statistically significant correlation was found between age and outcomes. The correlations were highly significant for females and just short of significant for males. These results support the general observation that the quality of labor force participation improves with age during the adolescent and young adult years.

School grade completed

Among female, but not among male, subjects, the level of schooling was a highly significant predictor of outcomes (see Table 4.2). One possible explanation for this result is that "good" job outcomes for female subjects more often involved clerical or white collar work; whereas, among male subjects, "good" job outcomes more often involved manual labor. Education might, therefore, be more of a factor in "good" job outcomes for female subjects.

Table 4.2 School Grade Completed and Outcomes by Sex

	Males		Females		Total	
School grade completed	Good N=29	Poor N=84	Good N=20	Poor N=124	Good N=49	Poor N=208
11th grade	10%	2%	30%	7%	18%	5%
10th grade	21	21	35	27	27	25
9th grade, or less	69	76	35	65	55	70
Total	100%	99%	100%	99%	100%	100%

Reported reasons for dropping out of school indicated that female subjects usually stopped schooling for personal reasons (most often, pregnancy) unrelated to adjustment to the school environment, while male subjects usually dropped out of school for reasons indicative of maladjustment to the school environment (lack of interest, ejection, and/or lack of progress). The massive maladjustment of male subjects to the school environment, often masked by social promotions in the pre- and secondary-school years, resulted in a very small number of young men with schooling in these grade levels and may have reduced the discriminatory power of this variable for male subjects.

IQ and Reading Test scores

About half of the subjects took a standardized reading test and about 40 percent took an IQ test at the time they enrolled in the program. A significant difference was found between the average IQ and Reading scores of enrollees making a "good" and a "poor" adjustment to work (see Table 4.3).

Table 4.3 Average IQ and Reading Test Scores and Outcomes by Sex

	Males		Females		Total	
Test score	Good	Poor	Good	Poor	Good	Poor
IQ score	107(8)	95(23)	95(13)	90(52)	100(21)	92(75)
Reading grade	8.4(9)	6.3(32)	8.5(10)	6.4(72)	8.4(19)	6.4(104)

Note: The number of cases is in parenthesis following each mean.

Incomplete results were obtained because the research design did not include testing the subjects. Since, however, some of the programs tested for their own purposes, the results were recorded and included in the analysis. The IQ test was the Army Beta, a nonverbal intelligence test developed for testing illiterate army recruits and draftees. The reading tests were the California Achievement Test, the Gates-MacGinitie Achievement Test and the Wide-Range Achievement Test. Since all of these tests produce school grade level scores, it was reasonable to compute an average of these scores. The tests were not exactly equivalent, and it is probable that a greater difference in scores would have been found if a single test had been used for all subjects.

Although these test results were incomplete, they suggested that reading ability was a factor in the outcomes of both male and female subjects.

Previous job experience

Subjects were asked about their work experience prior to enrollment and counselors placed their responses into three categories: (1) Has never had a job, (2) Has worked but did not make a satisfactory adjustment, and (3) Has performed satisfactorily on a job. About 60 percent of those making a "good" adjustment were reported to have performed satisfactorily on a job, compared with 25 percent of those making a poor adjustment (see Table 4.4). This finding is consistent with the general observation that past performance is a good predictor of future performance.

Table 4.4 Previous Work Experience and Outcomes by Sex

Work experience	Males		Females		Total	
	Good N=29	Poor N=84	Good N=20	Poor N=124	Good N=49	Poor N=208
Had job						
Good performance	59%	24%	60%	27%	59%	26%
Poor performance	27	39	5	15	18	25
No previous job	14	37	35	57	22	49
Total	100%	100%	100%	99%	99%	100%

Ratings by counselors

At the time the employability plan was prepared, counselors were asked to rate the new enrollees on a number of variables such as appearance, speech, self-confidence, attitude toward authority, self-management, interest in employability plan, and personal characteristics. All of these ratings correlated positively with the outcomes measure. These ratings were combined into one composite rating and 63 percent of the subjects making a "good" adjustment fell in the upper third of the ratings compared with 27 percent of the subjects making a "poor" adjustment (see Table 4.5). These results indicate that counselors can predict to some extent, at the time of their initial appraisals, the work adjustment the enrollee will make after he leaves the program.

Table 4.5 Composite Counselor Ratings at Time of Enrollment and Outcomes by Sex

Counselor ratings	Males		Females		Total	
	Good N=29	Poor N=84	Good N=20	Poor N=124	Good N=49	Poor N=208
High	59%	23%	70%	31%	63%	27%
Medium	38	48	20	40	31	43
Low	3	30	10	30	6	30
Total	100%	101%	100%	101%	100%	100%

Work-Relevant Attitudes

The questions measuring work-relevant attitudes were developed in previous stages of the NYC[1] research and had been found to differentiate between groups making different adjustments to work. In this study the Work-Relevant Attitudes questions were administered three times: during the intake interview; and in connection with the first and second follow-up interviews. The first two administrations used identical questions. The third administration used only 13 questions selected from the original 26.[2]

The scores on Work-Relevant Attitudes were found to be significantly correlated with outcomes at all three administrations. Table 4.6 reports the results for the administration at time of enrollment. Forty seven percent of the "good" group were in the upper range of scores compared with 20 percent of the "poor group. The scores were more predictive for females than for males. The results of the remaining administration of the Work Relevant Attitudes inventory will be reported in later sections.

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[1] Regis H. Walther, The Measurement of Work-Relevant Attitudes (Springfield, Va.: NTIS, 1970), NTIS # PB 195986.

[2] The specific questions used for the three administrations can be found in Appendix B, pp. 1 and 2.

Table 4.6 Work-Relevant Attitude Scores at Time of Enrollment and Outcomes by Sex

WRA scores	Males		Females		Total	
	Good N=29	Poor N=84	Good N=20	Poor N=124	Good N=49	Poor N=208
High	38%	15%	60%	23%	47%	20%
Medium	35	49	40	54	37	52
Low	27	36	0	23	16	28
Total	100%	100%	100%	100%	100%	100%

Participation information

The participation of subjects in the four components of NYC--basic education, skill training, work experience, and counseling--was reviewed in terms of component completions and quality. Quality of participation proved to be more significant than quantity, either in terms of total hours or percentage of time in the various program components. The amount of time spent in skill training had a low but significant correlation with outcomes but even for this program component quality of participation was more important than quantity.

Program unit completions

In the basic education component, unit completion was defined as the acquisition of a high school diploma or of a high school equivalency certificate. In skill training, it meant completing a defined skill training course, and in work experience it meant satisfactory supervisory ratings at time of termination and for several months previous. Under these criteria 10 percent of the study group completed an educational unit; 12 percent, a skill training unit; and 18 percent, a work experience unit. Twenty-eight percent completed one or more units. All of these measures were very significantly and positively correlated with outcomes for the total group (see Table 4.7). Fifty-nine percent of the "good" group had completed a program unit compared with 14 percent of the "poor" group. Completing a skill training unit was most highly associated with a good outcome and education the least. There were highly significant sex differences. Eighty percent of the females in the "good" group had completed a unit compared with 45 percent of the males. For males there was actually a negative correlation between completion of an educational unit and outcomes. Perhaps this was due to the fact that males did not obtain many white collar jobs in which academic achievement might be a prerequisite and that skill training and work experience exposure were better ways to increase their employability.

Table 4.7 Completion of Education, Skill Training, and Work Experience Units and Outcomes by Sex

Completed components	Males Good N=29	Males Poor N=84	Females Good N=20	Females Poor N=124	Total Good N=49	Total Poor N=208
Education	0%	5%	35%	8%	14%	7%
Skill Training	24	2	55	6	37	4
Work Experience	24	7	50	11	35	10
Any of the above	45	12	80	16	59	14

Skill training ratings

Training supervisors rated subjects monthly on interest and progress in skill training. A composite score was constructed which included the final ratings and the proportion of time spent in skill training. The results were highly predictive of outcomes with 51 percent of the "good" group receiving high ratings compared with 14 percent of the "poor" group (see Table 4.8).

Table 4.8 Skill Training Ratings and Outcomes by Sex

Skill training ratings	Males Good N=29	Males Poor N=84	Females Good N=20	Females Poor N=124	Total Good N=49	Total Poor N=208
High	48%	13%	55%	15%	51%	14%
Medium	38	51	35	59	37	56
Low	14	36	10	26	12	30
Total	100%	100%	100%	100%	100%	100%

Work experience ratings

Work supervisors prepared monthly reports which included ratings on overall performance, punctuality, attendance, quality of work, quantity of work, attitude toward work, and attitude toward authority. All of the ratings were predictive of post-NYC outcomes. The attitude-toward-work rating from the last monthly report was the most predictive (see Table 4.9). The greatest differences were found in the extreme rating with 32 percent of the "good" group getting an excellent rating and 3 percent getting a poor rating. The "poor" group in contrast has 5 percent excellent ratings and 33 percent poor ratings.

Table 4.9 Attitude Towards Work Ratings, Last Monthly Rating and Outcomes by Sex

Work ratings	Males		Females		Total	
	Good N=20	Poor N=63	Good N=14	Poor N=108	Good N=34	Poor N=171
Excellent	25%	3%	43%	6%	32%	5%
Good	35	24	50	33	41	30
Fair	35	30	7	33	24	32
Poor	5	43	0	28	3	33
Total	100%	100%	100%	100%	100%	100%

Receptivity to counseling

The quality of participation in the counseling program was determined by a composite measure of receptivity to counseling, which included ratings from both the last monthly report and at time of termination. Sixty five percent of the "good" group were in the upper 30 percent of the ratings compared with 22 percent of the "poor" group (see Table 4.10).

Highest interest rating

Program participation was assessed also through a review of interest ratings reported for each component at the time the subject terminated from the NYC. In this analysis only the highest interest rating was considered. Seventy-one percent of the "good" group showed a high interest in at least one of the program components as compared with 23 percent of the "poor" group (see Table 4.11).

Table 4.10 Receptivity to Counseling and Outcomes by Sex

Receptivity rating	Males		Females		Total	
	Good N=29	Poor N=84	Good N=20	Poor N=124	Good N=49	Poor N=208
High	66%	16%	45%	26%	65%	22%
Medium	24	45	30	44	27	44
Low	10	39	5	31	8	34
Total	100%	100%	100%	101%	100%	100%

Table 4.11 Highest Interest Rating on any Program Component and Outcomes by Sex

Interest rating	Males		Females		Total	
	Good N=29	Poor N=84	Good N=20	Poor N=124	Good N=49	Poor N=208
High	72%	19%	70%	26%	71%	23%
Medium	17	46	25	50	20	49
Low	10	35	5	24	8	28
Total	99%	100%	100%	100%	99%	100%

Quality of participation

The overall quality of program participation was evaluated by making a rating based on all the information in the subject's file. This variable proved to be a highly effective predictor of outcomes for both males and females (see Table 4.12).

Table 4.12 Overall quality of Program Participation and Outcomes by Sex

Quality	Males		Females		Total	
	Good	Poor	Good	Poor	Good	Poor
Good throughout	41%	6%	75%	15%	55%	12%
Improved	14	2	5	7	10	5
Uneven	41	62	20	56	33	58
Poor	3	30	0	22	2	25
Total	99%	100%	100%	100%	100%	100%

Termination information

Two variables contained in termination information, placement assistance and termination conditions, proved to be effective predictors of outcomes.

Placement assistance

This turned out to be one of the most effective predictors of outcomes particularly for females (see Table 4.13). The need for placement assistance by girls entering the labor market was demonstrated by the fact that 50 percent of the "good" group were placed in NYC-related jobs compared with only 3 percent of the "poor" group. On the other hand, only 10 percent of the "good" group received no placement assistance as compared with 67 percent of the "poor" group.

Table 4.13 Placement Assistance and Outcomes by Sex

Type	Males		Females		Total	
	Good N=29	Poor N=84	Good N=20	Poor N=124	Good N=49	Poor N=208
NYC-related job[a]	28%	4%	50%	3%	37%	3%
NYC placement[b]	14	6	0	2	8	3
Other assistance	7	14	40	28	20	23
No assistance	52	76	10	67	35	71
Total	101%	100%	100%	100%	100%	100%

a. Obtained job at NYC work site or in trained-for work.
b. Referred by NYC to job in other work.

Termination conditions

Conditions at time of termination was also a reasonably effective predictor (see Table 4.14). This composite variable included two elements: was the termination planned or unplanned and was the employability plan completed. A good score meant that the termination had been planned and the employability plan had been completed. A poor score meant neither of these conditions had been achieved. Forty-one percent of the "good" group terminated under good conditions compared with 11 percent of the "poor" group.

Table 4.14 Termination Conditions and Outcomes by Sex

Termination conditions	Males		Females		Total	
	Good N=29	Poor N=84	Good N=20	Poor N=124	Good N=49	Poor N=208
Good	41%	8%	40%	13%	41%	11%
Fair	21	12	35	22	27	18
Poor	38	80	25	65	33	71
Total	100%	100%	100%	100%	101%	100%

Post-NYC information

The most recent information about study subjects, contained in follow-up interviews conducted after the subject had left the NYC, contained two variables--marital status and Work-Relevant Attitudes--that were reasonably good predictors of outcomes.

Marital status

Only 24 subjects in the "good" and "poor" groups were married and living with spouse at the time of the second interview. Yet they comprised 37 percent of the "good" group and only 3 percent of the "poor" group (see Table 4.15).

Table 4.15 Marital Status and Outcomes by Sex

Marital status	Males		Females		Total	
	Good N=29	Poor N=84	Good N=20	Poor N=124	Good N=49	Poor N=208
Married	38%	2%	35%	3%	37%	3%
Not married or undetermined	62	99	65	97	63	97
Total	100%	101%	100%	100%	100%	100%

Work-Relevant Attitudes

Work-Relevant Attitudes were measured in both follow-up interviews, as well as at the time of intake. The intake and the first follow-up interview included 26 attitudinal items while the second follow-up interview was limited to 13 items selected from the original 26. Because of inadequate administration, the St. Louis subjects had to be eliminated from the analysis of the first follow-up interview data.

The association of Work-Relevant Attitudes and outcomes, evident in the analysis of intake data, increased in the second and third administrations (see Table 4.16). The correlations were .25 at time of intake, .45 at time of first follow-up interview and .38 at the time of the second follow-up interview. The elimination of St. Louis from the first follow-up interview data probably increased the correlations for the remaining part of the study group because St. Louis had so few subjects in the "good" group.

Table 4.16 Work-Relevant Attitudes at Time of 1st and 2nd Follow-up Interview and Outcomes by Sex

WRA scores	Males		Females		Total	
	Good	Poor	Good	Poor	Good	Poor
1st follow-up interview	N=26	N=51	N=18	N=78	N=42	N=129
High	46%	14%	83%	13%	61%	13%
Medium	46	47	11	53	32	50
Low	8	39	6	34	7	37
Total	100%	100%	100%	100%	100%	100%
2nd follow-up interview	N=27	N=55	N=15	N=95	N=42	N=150
High	48%	26%	53%	13%	50%	17%
Medium	41	35	33	30	38	32
Low	11	40	13	57	12	51
Total	100%	101%	99%	100%	100%	100%

The Work-Relevant Attitudes Inventory was designed both as a potential diagnostic instrument for use with individuals and as a possible measure of program effectiveness. In the current study, the second administration of the Work-Relevant Attitudes Inventory occurred when most subjects had been out of the NYC for several months. Comparisons of second administration results with those of the initial administration indicated that significant positive attitudinal change occurred in the "good" group while, in the "poor" group, negative attitudinal change occurred (see Table 4.17). Comparisons of second and third administrations of the Work-Relevant Attitude Inventory showed no significant attitudinal change.

These results provided strong evidence that changes in Work-Relevant Attitudes were directly associated with employment outcomes. Because attitudinal changes occurred during NYC participation or shortly thereafter, these results also suggested program effect.

Table 4.17 Average Change in Work-Relevant Attitudes Score between Time 1 (Intake) and Time 2 (first follow-up interview) by Outcomes and Sex

	Males		Females		Total	
	Good N=25	Poor N=50	Good N=18	Poor N=77	Good N=43	Poor N=127
Mean change score	2.72	-.40	1.83	-1.33	2.35	-.96
Standard deviation	5.65	7.86	7.41	5.45	6.38	6.49

The construction of a Work Quality Predictor

A Work Quality Predictor was constructed after completing a multiple correlation analysis of the predictor variables with outcomes. The composite score, or Work Quality Predictor, reflected the combined effects of all outcome predictors.

Multiple correlation of outcome predictors

The results of the multiple correlation analysis are contained in Table 4.18. The multiple R for males was .70 and for females, .75. Previous job experience, receptivity to counseling, and termination conditions were better predictors for males; while placement assistance, age, school grade completed, Work-Relevant Attitudes, and the completion of any program component were better predictors for females.

Composite scores

The variables included in the multiple correlation analysis were combined by adjusting the range of values for each variable to make them approximately equivalent and then adding the values for each variable. The correlations between the composite scores and "good" and "poor" outcomes were between .6 and .7 for race/sex categories and for the total group. Since the multiple correlations using the same variables had ranged between .67 and .75, it was felt that the obtained correlations were adequate to justify using these composite scores in further analyses. For ease in interpretation the composite score was transposed into standard scores with the mean of the total study group set at 0 and the standard deviation at 10.

Table 4.18 Multiple Correlation Analysis of Selected Variables with "good" and "poor" outcomes by Sex

Variable	Males N=113		Females N=144		Total N=257	
	R	Beta	R	Beta	R	Beta
Quality of participation	.52	.22	.46	.11	.46	.12
Marital status	.45	.30	.39	.25	.43	.29
Placement assistance	.35	-.04	.52	.30	.41	.15
Previous job experience	.32	.10	.21	.12	.27	.15
Intake ratings, counselor	.40	.13	.37	.10	.37	.11
Skill training ratings	.38	---	.35	.06	.37	.08
Completed skill training	.35	.12	.52	.12	.42	.08
Work-Relevant Attitudes	.18	+.03	.37	.07	.25	.05
Receptivity to counseling	.48	.14	.32	.02	.39	.07
Completed any program unit component	.36	.10	.51	.16	.42	.06
Age	.07	-.05	.29	.14	.17	.04
Parental family structure	.29	.10	.17	-.05	.24	.02
School grade completed	.12	-.06	.27	.02	.17	-.02
Work ratings	.32	.02	.38	.02	.30	-.02
Termination conditions	.43	.16	.30	-.12	.35	---
Highest interest rating	.40	---	.29	-.03	.34	---
Multiple correlation	.70	---	.75	---	.67	---

The Work Quality Predictor scores were divided into approximately five equal parts and the strong associations between these scores and the "good" and "poor" outcome measures are dramatically demonstrated by Table 4.19. The results were particularly striking for the females. In the upper category the ratio was 10 to 1 (80 percent and 8 percent) while 41 percent of the "poor" group were in the lower two categories and none of the "good" group.

Chart 2 shows average scores for all outcome categories.[1] There are several results which deserve comment. Females score higher in every category than do males and the Work Quality Predictor scores are more consistently predictive for them. For the males the greatest difference is between the "good" category and all others. There is relatively little difference among the "fair," "minimal," and "poor" employment outcomes, while for females there is a step progression as would reasonably be expected. Among female subjects the greatest difference is between those with some exposure to the labor market and those with none.

Table 4.19 Work Quality Predictor Scores and Outcomes by Sex

Scores	Males		Females		Total	
	Good N=29	Poor N=84	Good N=20	Poor N=124	Good N=49	Poor N=208
1-High	48%	5%	80%	8%	61%	7%
2-	24	12	15	23	20	19
3-	17	26	5	27	12	26
4-	10	29	0	23	6	26
5-Low	0	29	0	19	0	23
Total	99%	101%	100%	100%	99%	101%

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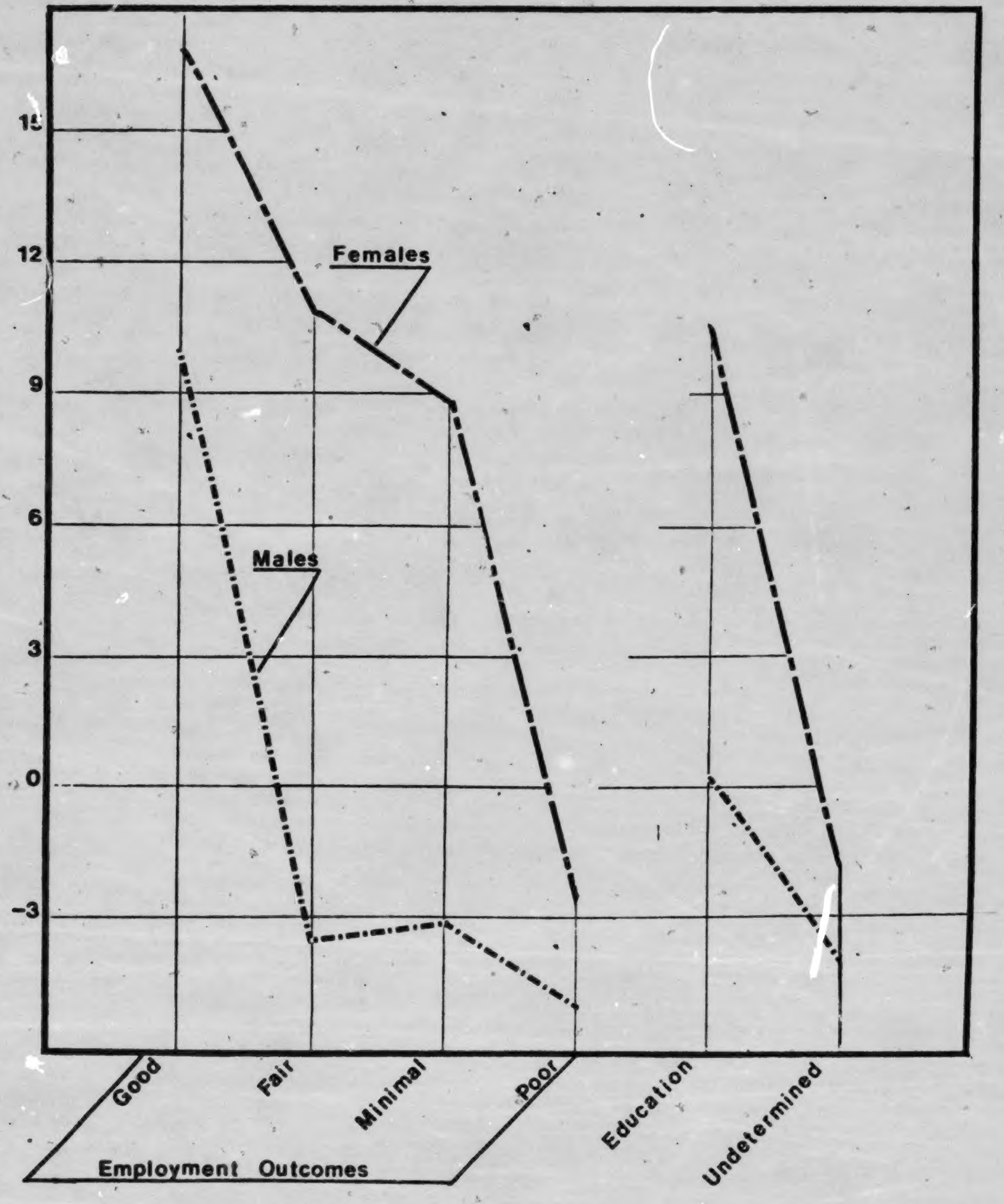
[1] Military, an outcome category reflecting male subjects, has not been charted.

CHART 2 WORK QUALITY PREDICTOR SCORES & OUTCOMES BY SEX



The differences in the predictive power of the Work Quality Predictor score for males and females probably is due to the differences in the availability of jobs for the two sexes. A review of the job experience of the males indicated that they could get casual "secondary labor market jobs" that paid $2.50, or more, an hour much more easily than could females. Casual work for females, such as baby sitting or other domestic services, usually paid much less and might be unacceptable to the young women included in the study group. Therefore, it took greater effort for females to obtain a job and any success was an indication of a favorable attitude toward work. For the male the effective measure of job adjustment might be his job tenure.

As was noted earlier a decision was made to include in the "poor" outcome group unmarried females with children supported either by welfare or their parents. An analysis of their Work Quality Predictor scores provided support for the soundness of this decision (see Table 4.20).

Table 4.20 Average Work Quality Predictor Scores and Outcomes, all Female Subjects

Outcome category	N	Average predictor score
Good	20	17.0
Fair	25	11.0
Minimal	37	2.4
Poor	105	-2.5
With children, on welfare	39	1.0
With children, parental support	40	2.8
Without children	26	3.9

When the "poor" group was divided into unmarried mothers supported by welfare, unmarried mothers supported by parents, and unmarried without children, all three categories had average scores significantly lower than any of the categories with at least a minimal adjustment to work.

A further analysis of the sources of support of female subjects recalculated the Work Quality Predictor Score to eliminate the contribution of marital status and computed new standard scores with the mean of the total study group transformed to 0 and the standard deviation to 10. As was expected, wives living with husbands received significantly higher scores than single females, but among the single group there was no difference between those with and without children. The main distinction within each of the categories was between those who were working and those who were not. Working wives, self-supporting unmarried mothers, and self-supporting single girls without children, received very similar scores as did nonworking wives and single girls either with or without children but supported by parents or welfare (see Table 4.21). In each category there was more than one standard deviation difference between the group that was earning money through work and the group that was supported by welfare, parents, or their spouse. The low score of the nonworking housewife is particularly noteworthy. Perhaps the husbands, in these households, were not earning enough to support the family adequately and the earnings of the wife were economically necessary. Under these circumstances the wife who did not work may have a low interest or aptitude for work.

Table 4.21 Work Quality Predictor Scores[a] and Household Status, all Female Subjects.

Source of support	N	Average score
Married	40	4.9
Working	20	12.3
Not working	20	-2.7
Unmarried mother		
Self-supporting	19	13.1
Supported by parents or welfare	110	-.2
Single, no children	57	1.7
Self-supporting	21	10.0
Supported by parents or welfare	36	-2.9
Not determined	44	1.3

[a] The effect of the marital status variable was eliminated and the standard scores recomputed.

Summary

In this chapter we have attempted to identify the variables which will predict work quality of study subjects as determined by follow-up interviews and work ratings from employers. All the subjects were classified into four outcome categories related to adjustment to work. Subjects were eliminated from these categories if: (a) their work adjustment could not be determined because of inadequate or contradictory information; (b) most of their post-NYC time had been spent in school, training programs, or the military; or (c) they were supported by their spouse and listed their primary acticity as "homemaker." The four work adjustment categories were defined as good, fair, minimal, and poor adjustment.

The following variables were found to predict quality of work adjustment:

Intake variables
- Age
- School grade completed
- Previous job experience
- Family on welfare
- Family background
- Counselors ratings
- IQ test scores
- Reading test scores
- Work-Relevant Attitude scores

Program experience variables
- Amount of participation in skill training
- Quality of program participation
- Completion of a program unit
    - Education
    - Skill training
    - Work experience
- Highest interest rating
- Work supervisor's rating
- Skill training supervisor's rating
- Receptivity to counseling

Termination variables
- Placement assistance
- Planned termination
- Completed employability plan

Post-NYC variables
- Marital status
- Change in Work-Relevant Attitudes

A composite Work Quality Predictor score was developed and found to be very effective at differentiating between the "good" and "poor" groups. For females, sharp differences were also found between the "good," "fair," "minimal," and "poor" categories. For males, the "good" category was sharply different from the other categories, but the lower three categories did not differ much among themselves. It was speculated that males in the cities included in the study found it relatively easy during 1970-1973 to get unskilled, temporary jobs paying $2.50 an hour and that the crucial distinction between a "good" adjustment and one of the three other categories was whether he was able to locate a job which he kept.

An analysis of the sources of support for female subjects demonstrated that females with children supported by welfare or by their parents had about the same average score on the Work Quality Predictor scale as females who had made a "poor" adjustment to work. On the other hand, self-supporting unmarried females with children received the same average score as self-supporting females without children.

V

ANALYSIS OF SELECTED ISSUES

This chapter examines issues suggested by the analyses of the relationship of individual variables to employment outcomes, presented in Chapter IV.

Time in program

It was noted in the last chapter that quality of program participation seemed to have more effect than sheer quantity: This conclusion was reached through partial correlation analysis in which changes in the correlation coefficient between two variables is studied as the effects of other variables are held constant. The zero order correlation between total hours in the program was .17 for males and .09 for females and .10 for the entire group. When the effects of selected variables measuring quality of participation were partialled out, a significant negative correlation resulted and the pattern was different for males and for females. The variables used in this analysis were: Quality of Program Participation (an overall rating on a scale of 1 to 5), Education Achievement (1=obtained a high school diploma or passed the GED examination, 0=not achieving either of the above), Skill Training Achievement (1=completing a skill training unit, 0=did not achieve above).

When the effects of Quality of Work Experience, Skill Training Achievement, and Work Experience Achievement were partialled out for males, the correlation between total hours of participation changed from .17 to -.18. Partialling out Education Achievement had no effect on the correlation. For females, when all of the above variables including Education Achievement were partialled out, the correlation changed from

.09 to -.23 with each of the variables making a contribution.

Two conclusions can be reached from this analysis. The first, already reached from this data, is that the males in the study did not seem to have been aided by participating in the NYC education program. The second conclusion is that length of time in the program unless accompanied by achievement is no help in preparing the youth for employment. Indeed, time in the program without component achievement seemed to have had an adverse effect on employment outcomes to some degree. Enrollees who needed to improve their employability but who stayed in the program solely to get their stipends and who made little or no effort to improve their work skills, for example, might be reflected in a negative correlation between time in the program and employment outcomes.

Amount of participation in program components

The relative contribution of time in each of the NYC-2 program components (remedial education, skill training, work experience, and counseling) to employment outcomes was determined through multiple correlation analysis. In this analysis, time was measured in terms of the percentage of total time in the NYC-2 program that the enrollee spent in each component. Because of the dramatic differences between St. Louis and the other sites with respect to both program emphasis and employment outcomes, a test run was conducted to determine if the results might be different for St. Louis compared with the other sites. Since no significant differences were found, the results are being reported for the total study group.

Percentage of time in skill training was the only component which contributed to successful outcomes for both sexes. Work experience contributed for males but not for females, and education had no effect for either. Counseling, on the other hand, had a negative effect (see Table 5.1). It seems reasonable to attribute the negative correlation of counseling hours to outcomes to counselors spending more time with troubled subjects.

Table 5.1 Time in Program Components and Outcomes (Multiple Correlation) by Sex

	Males		Females		Total	
	R	Beta	R	Beta	R	Beta
Skill training	.24	.37	.25	.27	.25	.31
Work experience	.10	.31	.03	.08	.03	.18
Education	-.11	-.01	-.01	-.02	-.08	-.01
Counseling	-.14	-.12	-.17	-.15	-.14	-.13
Multiple Correlation	.37		.30		.32	

Quality of program component participation

The multiple correlation analysis of the relative contribution of the quality of component participation to outcomes used the component achievement measures described above (see page 76 above) and the measure for receptivity to counseling described in Chapter IV.

Achievements in skill training and receptivity to counseling were significant for both sexes with skill training achievement being more important for female subjects (see Table 5.2). As in previous analysis of the effects of education, girls seemed to be aided by educational achievement while boys were not. As a matter of fact, the correlations for the boys were significant in a negative direction, indicating that it might have been better for male participants in education to have devoted their time and energies to the program components. Suggested reasons for this are discussed in the last chapter.

Site differences

The analysis of the data by site showed a dramatic difference between St. Louis and the other sites in employment outcomes. Only 2 percent of the St. Louis subjects were placed in the "good" category, compared with 10 percent for the other sites; while 55 percent were placed in the "poor" category, compared with 37 percent for the other sites. Intake data indicated that, compared with subjects in other sites, more St. Louis subjects come from unstable families, and that St. Louis subjects received lower counselor ratings. St. Louis subjects also received lower ratings for their participation in the program. Compared to the program in the other sites, the St. Louis program emphasizes remedial education and counseling, particularly group counseling; and it gave less attention to skill training and job placement.

Table 5.2 Quality of Component Participation and Outcomes (Multiple Correlation) by Sex

	Males		Females		Total	
	R	Beta	R	Beta	R	Beta
Skill training	.27	.16	.47	.36	.35	.26
Counseling	.39	.35	.34	.18	.33	.09
Work experience	.18	.03	.33	.09	.24	.08
Education	-.13	-.17	.28	.13	.12	.01
Multiple Correlation	.45		.54		.43	

The partial correlation program was used to study these relationships by creating a dichotomous variable for site giving St. Louis a value of 1 and all the other sites a value of 2. The correlation between this new site variable and employment outcomes was found to be .27 for both males and females. When the effects of family characteristics (family on welfare, and mother headed household) rating at time of intake, skill training achievement, placement assistance, receptivity to counseling, and race were partialled out, the correlation coefficient for site and outcomes was reduced to .13 for males and .08 for females. There were also some other variables which could not easily be measured but which probably had a significant effect; such as, a somewhat worse employment situation in St. Louis and some evidence that the St. Louis program was lacking in follow-through. The combination of the variables probably accounts for substantially all of the differences between St. Louis and the other sites on the employment outcomes variable.

Remedial education in a college setting

It has been argued that the educational deficiencies of ghetto school dropouts can be dealt with more effectively in a college environment than in classrooms in other settings (classrooms in regular or special schools, including the special NYC worksite classrooms). The college setting, the argument runs, increases the enrollee's self-respect and his motivation to make an effort to learn.

Two of the sites in this study, Baltimore and St. Louis, developed education sites in college. These sites (Morgan State and Coppin State Colleges in Baltimore, and Forest Park Community College in St. Louis) were used by a total of thirty-five study subjects for at least some of their NYC-2 education. This group of "college" subjects was about equally divided between males and females, and all but one of the group were black.

Study results provided no support for the idea that education in a college setting is of particular benefit to NYC enrollees. The outcomes of subjects in the "college" group did not differ significantly from those of all subjects, nor did the study data indicate any effect of "college" education on academic achievement or occupational aspiration.

Perhaps the "College Adapter" or "NYC goes to College" Programs are most effective with in-school NYC enrollees. Our data suggests that the typical school dropout is functioning at too low an academic level to consider seriously occupations which are entered primarily through college enrollment. In any event, there is no evidence that any of the subjects in St. Louis or Baltimore who participated in a college-based program, continued with college courses after leaving NYC.

Never-employed subjects

Most of the subjects who had entered the labor market had held a job sometime between terminating from the program and the follow-up interview. Some subjects, however, were never employed: their post-NYC participation in the labor force was limited to unsuccessful job-hunting. This section examines the "never-employed" subjects, and explores the questions of whether their unemployment should be attributed primarily to the lack of job opportunities for them or to personal characteristics that reduced their employability.

In selecting the subjects for this analysis we have excluded from the never-employed group subjects those individuals who had spent a substantial amount of their post-NYC time in school, training programs, the military, or jail. We have also excluded housewives supported by their husbands. Eleven percent of the interviewed subjects were eliminated for the above reasons, 72 percent had at least one post-NYC job and 17 percent qualified for the never-employed group.

The never-employed group was then divided into the following three sub-groups: (a) never-employed males, (b) never-employed females, without children, and (c) never-employed females, with children. Each of these sub-groups will now be discussed.

Never-employed males

There were 11 males in this category. All of them were black. Table 5.3 shows the quality of NYC program participation compared with the males making a "good" adjustment to work as defined in the last chapter. Fifty-five percent of the "good" group were in the top two categories compared with only 18 percent of the never-employed group. The only never-employed male who had consistently good quality of program experience and had passed the GED, was paralyzed from the waist down and had not been able to participate in the skill training program. His physical handicap also limited his ability to seek work. He obviously needed assistance which proved to be beyond the capacity of the NYC program in which he has enrolled. The subject whose participation improved and who had done well in the work experience component wanted to be a doctor but read at the sixth grade level and did not perform well in the educational component. With more ingenuity, the NYC program might have been of greater assistance to him. The remaining seven of the never-employed male subjects all demonstrated serious attitudinal problems while participating in the NYC program.

Table 5.3 Program Participation of "Good" Outcome and Never-employed Male Subjects

	"Good" outcome N=29	Never-employed N=11
Program participation		
Quality rating		
Consistently good	41%	9%
Improved	14	9
Good, then dropped	31	36
Inconsistent	10	27
Consistently poor	3	18
	99%	99%
Unit completions		
Completed education unit	0%	18%
Completed skill training unit	24	0
Completed work experience unit	24	18

Never-employed females without children

Only nine of the never-employed females had no children; and, as in the case of the never-employed males, all of the subjects in this group were black. As in other comparisons made in this study, the differences were greater between the never-employed females and the females with "good" outcomes than it had been for the males. No subject had a consistently good record in the NYC. The record of one subject who showed improvement indicated achievement in both education and work experience. She passed the GED, did well in a clerk/receptionist job, and was terminated because her eligibility expired because of the length of time she had been in the NYC program. She tended to be passive and undoubtedly could have benefited from more aggressive job development and placement assistance from the NYC program. The program participation of the remaining eight subjects was of a poor quality.

Never-employed females with children

About 70 percent of the never-employed were unmarried mothers, and all except one of the female never-employed subjects with children were black. Compared to those without children, the female never-employed subjects with children had slightly better program participation; but, as a group they still fell far below the performance of the "good" group. These results, together with the analysis of Work Quality Predictor scores reported in the last chapter, suggest that even if "poor" outcome female subjects were not encumbered with children, a great many of them would still have serious problems of employability (see Table 5.4).

A striking aspect of the above data is that all but one or 98 percent of the subjects in the never-employed group were black, while only 83 percent of the total study group was black. This result may reflect greater difficulties in obtaining jobs because of discriminatory barriers which may be encountered by blacks. Our data suggest, however, that the situation may be too complicated to explain entirely by the effects of discrimination.

Table 5.4 Program Participation of "Good" Outcome and Never-employed Female Subjects

	Good outcomes	Never-employed	
		No children	Children
	N=20	N=9	N=45
Program participation			
Quality rating			
Consistently good	75%	0%	11%
Improved	5	11	4
Good, then dropped	15	11	31
Inconsistent	5	55	24
Consistently poor	0	22	29
	100%	99%	99%
Unit completions			
Completed education unit	35%	11%	2%
Completed skill training unit	55	0	7
Completed work experience unit	50	11	11

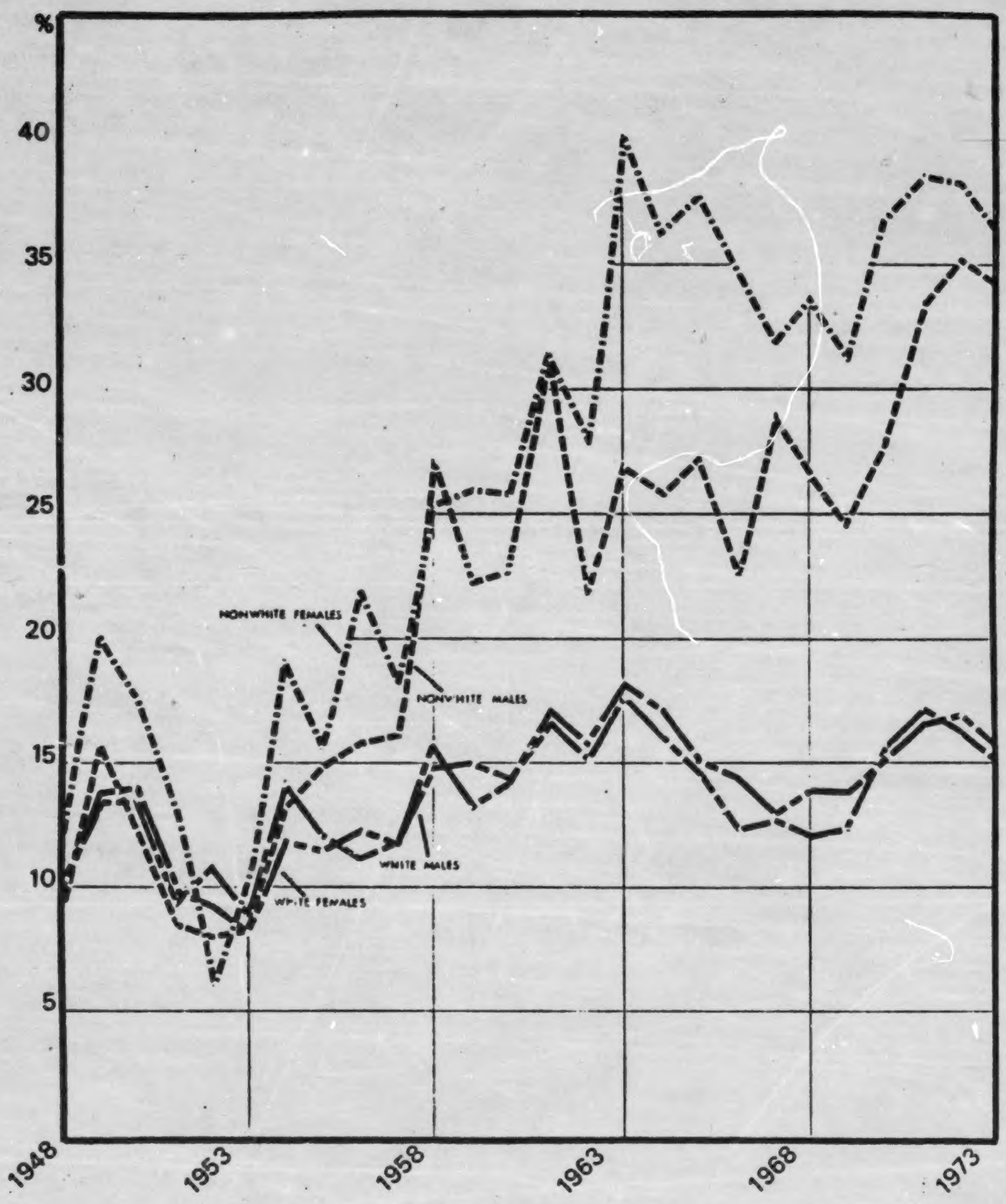
Since World War II black youth unemployment has been increasing at a much greater rate than has the comparable rate for whites (see Chart 3); and yet, during this period, it seems clear that discrimination has been decreasing, not increasing. Perhaps black youths are increasingly unwilling to take some of the low-paying menial jobs which they accepted in the past, and this has lead to increasingly higher unemployment. Whatever the explanation, our data do not support the conclusion that employer discrimination was a major factor in black youth unemployment. Black subjects themselves did not see discrimination as a major impediment to the achievement of their occupational goals, and discrimination was not reported as a significant problem by NYC counselors concerned with job development and counseling. Much greater weight was put by the counselors and the study subjects on attitudes and lack of necessary education and training. The few reports of discrimination, furthermore, were almost as likely to report discrimination against whites as against blacks. One white girl, for example, complained that she had been sent out on four interviews with a black girl, and in each case the black girl was selected, althrough the white girl thought she herself was better qualified.

A possible hypothesis might be that one of the byproducts of past discrimination has been the development by black youth of work attitudes and behaviors which impede an easy adjustment to the working world. Our data, however, do not support this idea. The Work Quality Predictors did not show significant differences associated with race. Our data justify the conclusion, however, that attitudinal and work behavior problems--regardless of the race or sex of the enrollee with these problems--adversely affect employability. The presence of these problems, of obvious concern to program administrators, furthermore, can be flagged through the analysis of data available to administrators.

Jobs in the "good" group

The characteristics of jobs held by subjects in the "good" outcome group were, to some extent, described by the criteria defining this outcome category (see Chapter II): by definition, subjects in this category were currently

CHART 3 UNEMPLOYMENT RATES, 1948-1973
PERSONS AGED 16-17



SOURCE 1974 Manpower Report of the President employed in jobs that paid at least $2.50 an hour (to male workers) or $2.00 per hour (female workers); had been in the job at least several months; and were, according to employer ratings, performing satisfactorily in the jobs. In all, 49 subjects--29 males and 20 females--were in the "good" outcome group, and about 55 percent, regardless of sex, felt that they were in jobs that were, or could lead to, the kind of work that they would like to be doing 10 years in the future. While a little more than half of the subjects in the "good" group, therefore, might be considered to be settling into desired work careers, almost as many of the subjects in this group were dissatisfied in some way with their "good" jobs.

Sixty-five percent of the females and 41 percent of the males felt that their NYC experience had helped to prepare them in some significant way to perform their present job. About 15 percent of both groups thought NYC had helped them obtain the job and 45 percent of the males and 20 percent of the females thought the NYC experience and placement assistance had not helped in any direct way.

The type of work obtained by the "good" group shows sharp sex differences both with respect to the type of work and the amount and relevance of the training received. Sixty percent of the females were working in the clerical area and 10 percent as laboratory aides. The NYC experience either through formal training or through work assignment had been directly relevant to their current jobs. The remaining 30 percent were working as machine operators or laborers. These jobs, although in several cases they paid quite well, did not require specialized training and the major benefit of the NYC experience had to be in the area of developing work attitudes and assistance in locating the job.

The males were working in a wide variety of jobs, most of which could be classified as blue collar. The biggest segment was composed of subjects who were working as laborers or labor foremen (24 percent) or machine operators or assemblers (14 percent). The remaining 37 percent in blue collar occupations were three truck drivers, three construction workers, two custodians, a welder, a street cleaner, and two auto service and repair workers. One former enrollee was doing sub-contracting in the construction field. One former enrollee had been trained as a barber and was currently performing well although he said he would prefer to do something else. Three of the subjects were working as laboratory aides and said they liked the work. Only two subjects were in white collar jobs: one was a draftsman and well satisfied with his prospects; and the other reported he was a "program specialist" with the agency sponsoring the NYC program. His goal is to become a computer specialist but he had not received any training in this at the time of the second follow-up interview.

It is apparent from the above that only a small proportion of the males making a "good" adjustment to work were in jobs requiring very much in the way of academic skills. For the most part, the successful skill training for males was in the blue collar occupations.

Potential "good" outcomes

The criteria of the "good" outcome group reflected characteristics of jobs and job-holders, and excluded subjects who were not yet in the civilian labor force. Among those excluded were 24 subjects who were still preparing themselves for work careers, and 32 male subjects whose post-NYC work experience was in the Armed Forces. It is reasonable to think that some of the excluded subjects were, potentially, in the "good" outcome group.

The records of subjects whose post-NYC experience was substantially in training or education programs--nine males and fifteen females--were complete enough to permit some judgment as to potential employment outcomes.

Some of these subjects may, finally, be among the most successful in this study. The records of 60 percent of these subjects, however, indicated program participation of poor quality and produced low Work Quality Predictor scores. At the same time, the records of some of the subjects in this gro[illegible] indicated that they might eventually achieve "good" [illegible]loyment outcomes.

Among the male subjects still in training (none were still in education), three were in skill training (welding, air conditioning repair) and appeared to be doing well. Among the female subjects, two were in training to become licensed practical nurses, and four were in college programs. These six female subjects, not yet in the labor force, appeared to have good prospects of improving their employability and of achieving good adjustments to the world or work.

As individual cases, the examples cited look promising. In overall numbers, however, they are limited and will not influence to any great degree the overall patterns for the study group. Any significant change in the pattern will have to come from the great mass of subjects who at the time of interview were floundering as they coped with the requirements of work.

Summary

In this chapter, we have reviewed selected issues relating to the adjustment of study subjects to the world of work. It was noted that quality of program participation was more important than quantity and that two program elements having the greatest impact on the employability of former enrollees were completion of skill training and placement assistance. The best results were noted when the subject was placed at his worksite or in his skill training area. Beneficial results were also obtained from referrals to jobs.

A special analysis was made of site differences in order to attempt to explain the dramatic differences between St. Louis and the other sites. It was concluded that a major part of the differences could be accounted for by the ratings at time of intake, family characteristics, skill training achievement, placement assistance, receptivity to counseling, race, and somewhat more adverse employment conditions.

The use of college settings for the remedial education component was examined and no beneficial effect could be identified for the subjects in this study.

An analysis of the never-employed subject was made and it was concluded that the employment problems of these subjects could be forecast by the records of their program participitation.

The characteristics of the jobs of subjects with "good" job outcomes were examined, and it was found that a little over half of these subjects were in jobs consistent with their occupational goals and that a little over half the NYC experience had prepared them in some specific way to perform their present jobs. The males were predominantly in blue collar jobs and the females in clerical jobs.

It was concluded that some of the subjects involved in education or training at the time of the interview may be some of the most significant successes. The numbers are likely to be small and not affect the overall pattern to any appreciable degree.

VI

CONCLUSION

The results of the study provide further evidence of the seriousness of employability problems among young, low-income school dropouts in our cities. The Manpower Report of the President for 1966 noted that dropouts typically obtain little vocational education in school, and that their lack of general education makes it difficult for them to get into vocational training programs later on. The report cited one study which reported that only 10 percent of the dropouts, as compared with 30 percent of the high school graduates, received formal vocational training since leaving school. Study results such as these provided the context for the Neighborhood Youth Corps (NYC), a federally-funded program designed to enhance the vocational preparation of young, disadvantaged dropouts.[1]

When established in 1965, the NYC served young people up to the age of 21 with a program that featured vocational training through work experience in worksites provided by cooperating agencies (governmental and non-profit organizations). By 1970 it was recognized that work experience, by itself, had little positive effect on the employability of enrollees. The program was redesigned: the revised program (NYC-2) sought to de-emphasize work experience and to beef up other program components (education, skill training, and supportive services). NYC-2 also limited its enrollment to 16- and 17-year-old dropouts.

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[1] The program was de-categorized in 1973, with the passage of the Comprehensive Employment and Training Act (CETA).

NYC-2 Standards (1971) stated "The objectives of NYC-2 will be achieved when the enrollee has successfully completed his participation and is placed in suitable employment, advanced training, or further education." In evaluating the program, we have been primarily concerned with its effectiveness in achieving the employment objective, and we have considered the effectiveness of program components as they contributed to employability.

Education

Seventy-five percent of the study subjects attended remedial education classes sometime during their NYC-2 enrollments; 10 percent, achieved either a high school diploma or a GED certificate; and one percent, went on to college. Our data indicated that, unless supplemented with skill training and effective job development/placement programs, education achievement had little impact on employability. Compared to male subjects, however, education achievement was more of a factor in the employability of female subjects.

Employability was measured in employment outcomes that could not profitably reflect kinds of occupations, because the number of subjects with jobs was relatively small and because the occupational range of their jobs was fairly limited. Most of the jobs reported for male subjects with "good" employment outcomes were in "blue collar," manual occupations, and most of the jobs reported for female subjects were in clerical occupations. The apparent lack of effect of education achievement on employability primarily reflected the fact that many study subjects, lacking education credentials, perforce secured jobs that did not require a diploma or a GED.

The small percentage of subjects who participated in NYC-2 education and chalked up education achievements (diplomas or GEDs), and the predominantly poor quality of education participation (particularly among male subjects) underscore the need to provide more effective education to these young people. The site programs reflected a recognition of problems associated with the provision of education to school dropouts in a number of approaches to NYC-2 education, and they reflected NYC-2 guidelines in a more intensive effort to involve enrollees in education. The widespread concern and effort directed to the provision of effective education to enrollees, however, appeared to have little measurable effect. The answer (or answers) to the complicated question of how to provide effective education to disadvantaged adolescent dropouts did not lie in the NYC-2 education programs reflected in this study.[1]

Skill training

Forty-three percent of the subjects in the study group participated in some type of skill training program, but only about 12 percent completed a skill training program unit. It seems clear from the data that attention to the skill training needs of enrollees is one of the most effective ways to increase their employability. The St. Louis program was particularly weak in this respect.

Although, compared to St. Louis, the skill training component was stronger in the other sites, it seems clear that their programs would have been more effective if their skill training had involved more enrollees. The more widespread involvement of enrollees would seem to depend on opening a wider range of occupational options and removing entrance limitations (such as educational prerequisites, and semester entrance dates) that dissipated the enrollee's initial motivation to acquire vocational skills.

Compared to programs in the other sites, the Cincinnati program provided more opportunity for a quick start in skill training to all enrollees. The "Feeder" assignments in Cincinnati enabled enrollees in this site to begin a course of vocational training on enrollment, regardless of their educational level. The occupational options available for

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[1] The interested reader may wish to consult a monograph on this topic: Youth Manpower Program Technical Aids for Program Administrators. This monograph was prepared under the same contract through which this research was funded.

Cincinnati enrollees, however, tended to be limited, particularly from the point of view of male enrollees whose occupational goals were in traditional trades. The program's effort to shift these aspirations to health service, for example, might entail the dissipation of initial motivation to acquire vocational skills.

It was disappointing that, unlike NYC-1 results, NYC-2 study results did not indicate particular effectiveness for Cincinnati Co-op skill training. This model, originally developed to provide training for clerical work (a widely-held occupational goal among female enrollees), failed to live up to expectations. Possible explanations of the poor performance of NYC-2 Co-op programs will be considered in detail in a later section.

Work experience

Eighty-two percent of the subjects were given work assignments and 18 percent were given good ratings by their work supervisors at the end of their assignment and for several months previous. When worksite jobs were in occupational areas in which the enrollee found post-NYC employment (including post-NYC employment by the worksite agency), good participation in work experience was a factor in good employment outcomes. The work experiences of relatively few study subjects, however, were associated in these ways with post-NYC employment.

As in our study of NYC-1, NYC-2 study results supported the conclusion that work experience, by itself, has little measurable effect on employability. Without a specific occupational focus, work experience even when it was of good quality did not appear to have enhanced employability.

Counseling

Total hours and percent of time devoted to counseling had if anything a negative association with employment outcomes, suggesting that the enrollees with the greatest employability problems got the most attention from the counselors and that counselors were not able to reverse the pattern in many cases. Only about 5 percent of the subjects had better quality of program participation at the end of the enrollment than at the beginning, while the program participation quality of 31 percent deteriorated. It might also be noted that the program that put the most emphasis on counseling (St. Louis) got the poorest results.

On the positive side about 30 percent of the interviewed subjects said they were aided by the counseling they received and about three percent said that counseling was the most beneficial program component. A review of individual files revealed a number of specific instances in which an enrollee had been directed toward skill training programs, or educational opportunities which had been helpful to him. There was little evidence, however, that counselors had been able to change attitudes to any marked degree. The statistical evidence indicated that subjects who said they benefited from counseling achieved no better employment outcomes than other subjects suggesting that gains made through counseling were too few in number to influence the statistical results.

We have concluded that counseling, by itself, cannot carry the burden of a manpower program; and, to be effective, counseling needs to be part of a comprehensive program which delivers skill training and job placement. When coupled with effective training and placement services, counseling appears to enhance the effectiveness of these other components.

Effectiveness of NYC-2 redesign

Study results indicated that the redesigned NYC-2 was not significantly more effective in improving the employability of its enrollees than the predecessor program, NYC-1. Indeed, NYC-2 study results suggested that the redesigned program may have been less effective.

Comparisons of experimental and control groups of Cincinnati subjects in the NYC-2 study indicated no difference between the employment outcomes in the experimental and control group. Similar comparisons in the NYC-1 study indicated generally better outcomes in the experimental group; and very significantly better outcomes for Cincinnati enrollees trained in the Clerical Co-op.

Comparisons of NYC-1 and NYC-2 in Cincinnati and St. Louis indicated that the redesigned program was probably somewhat less effective than NYC-1. While these results do not reflect the two "new" NYC-2 sites (Atlanta and Baltimore), they strongly pose the question: Why didn't NYC-2 work better?

There are at least two possible answers. First, there is a possible decrease in staff enthusiasm and competence. When the "War on Poverty" was first initiated, it attracted many dedicated people. Their replacements tended to be people who were less enthusiastic and treated their work as a routine job rather than as a crusade. In our site inspections, we thought we saw clear evidence of this process. The second possible cause probably is more basic and had a far greater effect on the program deterioration. As was noted earlier, the NYC-2 program concentrated on 16- and 17-year-old youth, while NYC-1 would provide service to youth from 16 through 21 years of age. The younger group suffered from two disadvantages: many job and training programs were closed to them because they were under 18; and they had not yet settled down and were more interested in playing than in working. The experience of the Cincinnati Clerical Co-op discussed below, is a case in point.

The Cincinnati Co-op was based on the principle of alternation between training and work assignments in the offices of co-operating Cincinnati firms. The new enrollee would first be given training in clerical skills and then sent out on a work assignment. At the conclusion of the work assignment, the work supervisor would give the enrollee a rating and indicate strengths and weaknesses. The next phase of training was directed toward identified areas of weakness; and, when completed, the enrollee was given a new work assignment. Alternation of training and work assignments continued until a judgment was made that the enrollee was ready for full time employment. Except for the absence of the age limitation, the Co-op program design came closer to the concepts of NYC-2 than of NYC-1. A number of spectacular program successes were achieved in which an enrollee started out with serious attitudinal or behavior problems and improved to the point that he became employable and received good and, in several cases, excellant ratings from employers after terminating from NYC.[1] No comparable successes were found among the NYC-2 study subjects, although, in theory, the Co-op program continued with the same design that had been used in NYC-1. In the meantime, the original director of the Co-op program had died, and her successor was probably not as effective as she had been; but the major reason for the deterioration in its effectiveness was the change in the performance and attitudes of the trainees.

In the NYC-1 Co-op, it had been possible to establish an atmosphere conducive to learning in that most of the participants had a serious purpose and the disinterested enrollees became deviants from group norms. Employers, for the most part, were satisfied that a majority of the Co-op enrollees had potential and could, after completion of training, become good employees. The younger NYC-2 participants in the Co-op program did not demonstrate a seriousness of purpose and the group norms were more likely to reinforce play instead of work. The employers, particularly those from the business world, became discouraged with the potential of the trainees and many of them withdrew from the program, thus reducing both the quality of the work experience and the availability of post-NYC employment opportunities.

Program implications

It seems clear from our data that one strategy for increasing the effectiveness of the NYC program is to strengthen those program components which were shown to have a positive effect on employment outcomes. These are: more effective job development, placement, employment opportunities at work-sites, and skill training. All of the studied programs showed weaknesses in one or more of these components. Specific ways to accomplish this are discussed on our Technical Aids monograph.

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[1] Regis H. Walther, The Cincinnati Clerical Co-op: A Formal Skill Training Program (Springfield, Va.: National Technical Information Service, 1969), NTIS # PB-187934.

But even if the formal resources at each of the sites had been expanded to the maximum possible extent, there is some doubt in our minds whether the employment outcomes would have been improved dramatically. A large proportion of the study subjects did not take advantage of the resources which were available and we wonder about how much greater use they would have made of expanded resources.

One of the results of the NYC-2 design was to concentrate poorly motivated trainees in one program with the result that failure rather than success became the norm.

There are two principles operating here which we believe are crucial to the success of manpower training programs: program atmosphere and success models. All human social groups set values, expectations, and goals. Manpower programs are no exception to this principle. People get a great deal of satisfaction from working with other people toward agreed-upon goals within a social context in which there is agreement as to what is good and bad, desirable and undesirable, and what are proper modes of behavior. The group as a whole should recognize the importance of the manpower program activities to achieving their occupational goals.

What has apparently happened in the studied programs is that the values have been to some degree inverted and efforts to learn are frequently seen as undesirable behavior subject to group disapproval or just barely tolerated. The change in group atmosphere in the Cincinnati Co-op away from reinforcing work-related behaviors was particularly noticeable.

Another significant element in program success is the availability of "success models." School drop-outs, particularly from minority groups, have limited appreciation of the opportunities available to them and frequently have doubts about their ability to take advantage of the ones they do know about. They therefore need to expand their concepts of what is possible for them. When a young man sees someone like himself achieving what he, himself, would like to achieve, he can become convinced of the real possibility of his own success. Visible "success models" provide one of the best ways to expand enrollees' ideas of what is possible for them. A program with a history of success thus helps insure continuing success. The trainee entering the program sees the example of graduating participants and can conclude that he also has a chance to achieve the same success. Programs with a history of failure, likewise, tend to insure continuing failure by not providing "success models."

Manpower programs have been consistently unsuccessful in generating motivation when none exists. The trick is to nurture motivation when it does occur and a crucial element in doing this is to develop program atmosphere and a history of success that will maximize the chances that the motivation of the new entrant will continue. Under these circumstances, competent counseling can be expected to have beneficial impact, even though by itself counseling cannot be expected to generate motivation or to have much effect on the trainee participating in a program with a history of failure.

One feature of the redesigned NYC-2, the restriction of enrollees to 16- and 17-year-old disadvantaged dropouts, may have weighted the odds against achieving employability objectives in that it made it more likely that NYC-2 programs would operate with groups deficient in success models. The training objectives of these programs might have been better-served if the enrollee groups had included some older, succeeding youth. The presence of success models, in turn, could have been expected to increase interest in and commitment to training goals: to have improved the participation of subjects and to have produced more completed employability plans.

It has frequently been argued that manpower programs are avoiding their responsibilities unless they concentrate on the clients with the most severe employability problems, the ones who need help the most. This is the familiar "creaming" controversy of the last decade. Our research suggests the paradox that they may be doing the very clients they want to help a disservice if they follow selection and retention policies which overload the program with poorly-motivated and low-achieving enrollees. The low initial motivation of many disadvantaged youth must be nurtured within the context of a program which has demonstrated a significant number of program successes; and to achieve such successes it is essential that adequate performance must be both expected and required for the enrollees to stay in the program.

Such policies will, of course, result in the nonacceptance or termination of a large proportion of the youth with the greatest employability problems. With the data now available, however, the argument seems not so much to turn on "to cream or not to cream" as on when do the enrollees (and programs) get creamed. Unless there is a realistic prospect of increasing the employability of an unemployable youth, not only are his interests not served in a training program, but the interests of the other trainees may be disserved. He will be better served if he is not enrolled or retained in the program when he shows little motivation, provided that the opportunity for enrollment is kept open for him to be used whenever he is ready.

APPENDIX B

THE WORK-RELEVANT ATTITUDES INVENTORY (WRAI)

Responses to the following items are coded on a 4-point scale (1=strongly agree, 2=somewhat agree, 3=somewhat disagree, 4=strongly disagree).

1. If you try hard enough, you have a good chance of succeeding in whatever you want to do.

2. You believe that most people want to help you.

3. You feel that you have little influence over the things that happen to you.[1,2]

4. You seem to do things you regret more often than most people.

5. You don't get much fun out of life.

6. Becoming a success is mainly a matter of luck; hard work doesn't help very much.[1,2]

7. You feel that you are as capable and smart as most people.

8. The wise person lives for today and lets tomorrow take care of itself.[1,2]

9. You would describe yourself as self-confident.

10. It is hard to get ahead without breaking the law now and then.[1]

11. Most people cannot be trusted.[1,2]

12. A high school education is worth all the time and effort it requires.[2]

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[1] Item used in the second follow-up interview, NYC-2.

[2] Item used in "NEP-2," A Study of the Effectiveness of the Graham Associates' Demonstration Project on Education Programming in Manpower Training Projects.

13. Most bosses have it in for you and give you a hard time.[1,2]

14. Most work is dull and boring.

15. You are generally enthusiastic about new plans.[1,2]

16. You believe most people look out for themselves.

Answers to the following questions are coded on a 4-point scale (1=almost always, 2=usually, 3=sometimes, 4=almost never).

17. You feel happy.[1,2]

18. Teachers have had it in for you and have given you a hard time.[1]

19. You feel that you are a failure.[1]

20. You expect to do well in the things you try to do.[2]

21. During your spare time, you have something to do that you like doing.[1,2]

22. You get even with people who wrong you as soon as you can.[1,2]

23. Would you say that your chances of becoming a respected and law-abiding member of your community are: excellent, reasonably good, not very good, or very unlikely? (1=excellent, 4=very unlikely)[1,2]

24. Would you say your chances of having a happy home life in the future are: excellent, reasonably good, not very good, very unlikely? (1=excellent, 4=very unlikely)

25. How lucky to you feel you have been in your life so far: very lucky, somewhat lucky, somewhat unlucky, unlucky? (1=very lucky, 4=unlucky)

26. How many enemies do you feel you have: a great many, some, a few, almost none? (1=a great many, 4=almost none)

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[1] Item used in the second follow-up interview, NYC-2.

[2] Item used in "NEP-2," A Study of the Effectiveness of the Graham Associates' Demonstration Project on Education Programming in Manpower Training Projects.

APPENDIX A

MARGINALS

Atlanta	Baltimore	Cincinnati	St. Louis	All Sites	
15	8	19	7	49	White Male
26	72	33	52	184	Black Male
14	0	20	1	35	White Female
70	47	53	65	235	Black Female
125	127	125	125	502	TOTAL

PART I. ITEMS FROM ENROLLEE RECORD (NYC 16)

A	B	C	SL	ALL	
					14. Birth (Place and Date)
					Place of birth
88	105	101	97	391	In site city
6	1	2	2	11	In site SMSA
16	1	8	4	29	In SMSA States
15	20	14	20	69	Not in SMSA States
0	0	0	2	2	NR (No Report)
125	127	125	125	502	TOTAL
					Year of birth
4	0	0	0	4	1951
28	2	1	17	48	1952
59	27	45	67	198	1953
31	81	72	41	225	1954
3	17	7	0	27	1955
125	127	125	125	502	TOTAL
					Months over 16 at time of enrollment
17.99	10.83	10.50	13.94	13.30	Mean
10.12	7.04	6.56	7.63	8.48	Standard Deviation
125	127	125	125	502	Number
19	35	39	26	119	1-6
17	53	37	23	130	7-12
34	22	34	40	130	13-18
18	10	15	31	74	19-24
21	4	0	2	27	25-30
11	2	0	3	16	31-36
4	1	0	0	5	37-42
1	0	0	0	1	43-48

A	B	C	SL	ALL	
					27. Usual occupation of (father/mother)
0	1	0	1	2	Professional, technical, managerial, high qualifications (in DOT, 1st digit=0 or 1; 4th digit=1)
0	1	0	1	2	Professional, technical, managerial, other
5	4	2	7	18	Clerical and sales (in DOT, 1st digit=2)
1	0	0	0	1	Service, high qualifications (in DOT, 1st digit=3; 4th and/or 6th=1 or 2)
20	23	12	14	69	Service, other
3	6	5	4	18	Non-farm, skilled (in DOT, 1st digit=5 or more; 6th=2 or less)
10	10	14	7	41	Non-farm, semi-skilled (in DOT, 1st digit=5 or more; 6th=3, 4, or 5)
18	9	11	9	47	Non-farm, unskilled (in DOT, 1st digit=5 or more; 6th=6 or more)
0	0	0	1	1	Farm and miscellaneous
0	4	4	5	13	Place of employment rather than occupation reported (Chrysler, etc.)
68	69	77	76	290	NR, NA (Not Applicable: parent not head of household)
					30. Youth resides in public housing
23	12	46	21	102	Yes
102	110	79	99	390	No
0	5	0	5	10	NR

A	B	C	SL	ALL	
					44. Youth's lifetime occupational goal--Summary
19	1	5	17	42	Professional, Technical, Managerial Accountant, Engineer, Registered nurse, Social worker, Teacher, etc.
49	4	35	30	118	Clerical and Sales Secretary, Keypunch, Mailman, etc.
21	9	46	25	101	Service Health service, Child care, Cook, Barber, Policeman, etc.
20	18	22	35	95	Crafts, Trades, Machine Operation Auto mechanic, Carpenter, Plumber, Sewing, Welding, etc.
0	0	0	1	1	Miscellaneous Professional swimmer
16	1	17	13	47	Undecided and unspecific
0	94	0	4	98	NR

PART II. INTAKE FORM (MRP/NYC 01)

A	B	C	SL	ALL	
					5. What was the last grade you completed when you left school?
9.71	8.10	9.06	8.91	8.95	Mean highest grade completed
1.03	.99	.90	1.19	1.18	Standard Deviation
125	127	125	125	502	Number
0	4	0	4	8	4-6
2	29	4	10	46	7
13	47	30	26	116	8
35	39	50	42	166	9
41	7	36	37	121	10
34	0	5	6	45	11
0	1	0	0	1	NA

A	B	C	SL	ALL	
					6. What date did you leave school? Months out of school on 01 date.
17.10	9.71	6.91	10.61	11.00	Mean months out of school
11.98	9.24	6.51	10.13	10.29	Standard Deviation
117	119	125	122	483	Number
28	59	72	59	218	0-6
27	27	28	21	103	7-12
19	20	13	20	72	13-18
15	8	11	8	42	19-24
12	1	1	10	24	25-30
7	2	0	2	11	31-36
7	1	0	1	9	37-48
2	1	0	1	4	49 or more
					7. What was the name of that school and what city was it in? (Summarized by type of school)
86	122	110	101	419	City schools
21	2	7	19	49	SMSA schools
10	0	6	0	16	Other State schools
8	3	1	4	16	Out-of-State schools
0	0	1	1	2	Correctional institution
					8. What were your reasons for leaving school? (Subjects could report more than one reason.)
1	27	22	10	60	Some subjects were too difficult
3	24	23	9	59	Wasn't learning anything in school
3	41	44	16	104	Didn't get along well with teachers/ principal
0	16	23	8	47	Didn't get along well with other students
10	29	26	27	92	Was suspended or expelled
4	11	16	13	44	Parents wanted me to leave; had to help out my family

A	B	C	SL	ALL	
					8. What were your reasons for leaving school? (Continued)
52	16	21	32	121	Was pregnant
7	35	40	23	105	Would rather work than study
34	59	52	34	179	Lost interest in school
0	3	3	3	9	Wanted to enlist in the military service
3	3	0	2	8	Got married and had to support my wife
11	34	39	17	101	Didn't have enough money for clothes and other expenses
					Other reasons for leaving school:
2	10	9	5	26	Lack of normal academic progress (Tired of getting put back; No longer with own age group; Missed too much school to start this year, etc.)
1	1	0	2	4	Lack of progress (Transferred to tutorial; Enrolled in terminal education, etc.)
2	0	1	0	3	Danger and conflict in school (Was afraid of the many black boys there; Was cut in the back, etc.)
0	2	6	1	9	Other school problems (I disliked school; Wanted to transfer, but principal would not let me, etc.)
1	11	3	4	19	Trouble with authorities (Sent to Boonville; Accused of theft and told to pay for watch or quit, etc.)
6	4	7	1	18	Problems with parental family (Illness in family; Rebels against mother who made him go to school even when sick, etc.
1	2	3	2	8	Own family problems (Had to support child; Wanted to stay with baby, etc.)

A	B	C	SL	ALL	
					8. Other reasons for leaving school (Cont'd)
1	5	1	2	9	Preferred alternate activities (Prefers NYC remedial education to school; Wanted to enter Job Corps, etc.)
1	0	2	0	3	Moved
0	1	1	0	2	Emotionally uptight and nervous
0	1	0	2	3	NR
					9. What was the main reason you left school?
0	4	4	3	11	Some subjects were too difficult
1	6	4	5	16	Wasn't learning anything in school
3	16	16	4	39	Didn't get along well with teachers/ principal
0	3	4	2	9	Didn't get along well with other students
9	12	9	21	51	Was suspended or expelled
4	7	6	7	24	Parents wanted me to leave, etc.
52	9	16	31	108	Was pregnant
5	6	7	3	21	Would rather work than study
29	24	18	22	93	Lost interest in school
0	1	0	2	3	Wanted to enlist in the military service
2	2	0	0	4	Got married and had to support my wife
8	12	16	8	44	Didn't have enough money, etc.
3	5	8	5	21	Lack of normal academic progress
1	0	0	1	2	Lack of progress
2	0	0	0	2	Danger and conflict in school
0	2	7	1	10	Other school problems
1	7	2	4	14	Trouble with authorities
4	3	3	1	11	Problems with parental family
0	1	3	0	4	Own family problems
1	5	1	2	9	Preferred alternate activities
0	0	0	0	0	Moved

A	B	C	SL	ALL		
					9.	What was the main reason you left school? (Continued)
0	0	1	0	1		Emotionally uptight and nervous
0	1	0	0	1		Didn't know what I wanted to do
0	2	0	3	5		NR
					10.	Have you ever been in . . .?
7	38	12	18	75		A. Summer NYC
2	0	5	7	14		B. In-School NYC
5	25	9	8	47		C. Job Corps
0	0	0	0	0		D. MDTA
3	1	6	4	14		E. Other On-the-Job Training program
1	2	0	2	5		F. Business school
19	13	0	2	34		G. Trade or vocational school
1	15	30	5	51		H. Adult Education program
0	0	1	0	1		I. Military service
3	4	7	4	18		J. Other
					10.	If so, how many months?
2.29	1.97	2.50	1.69	2.03	A.	Mean months in Summer NYC
0.49	0.45	1.24	0.60	0.72		Standard Deviation
7	36	12	16	71		Number
6.50	0.00	4.40	6.43	5.71	B.	Mean months in In-School NYC
3.54	0.00	3.21	3.41	3.24		Standard Deviation
2	0	5	7	14		Number
6.75	3.04	2.67	4.14	3.48	C.	Mean months in Job Corps
2.36	1.83	2.29	3.58	2.50		Standard Deviation
4	24	9	7	44		Number
8.33	0.00	3.00	2.00	3.64	E.	Mean months in other OJT program
10.97	0.00	2.00	0.82	5.23		Standard Deviation
3	1	6	4	14		Number
1.00	3.00	0.00	15.00	7.40	F.	Mean months in Business school
0.00	0.00	0.00	1.41	7.02		Standard Deviation
1	2	0	2	5		Number

A	B	C	SL	ALL		
					10.	If so, how many months? (Continued)
2.46	9.38	0.00	12.50	6.39	G.	Mean months in Trade/Vocational school
2.30	10.10	0.00	4.95	7.94		Standard Deviation
13	13	0	2	28		Number
0.00	3.47	3.67	0.50	3.35	H.	Mean months in Adult Education
0.00	3.78	4.09	0.58	3.88		Standard Deviation
0	15	30	4	49		Number
0.00	5.67	6.67	0.00	6.33	J.	Mean months in Other
0.00	2.08	6.12	0.00	4.97		Standard Deviation
0	3	6	0	9		Number
					10K.	No vocational training outside of regular daytime school, and number of circled options 10A-10J.
85	53	68	79	285		No vocational training
						Participation reported (Number)
39	54	43	42	178		One
1	16	14	4	35		Two
0	4	0	0	4		Three

A	B	C	SL	ALL	
					11. What kinds of work have you been trained to do and where did you get your training.
					First Kind of Work Training
					Clerical and Sales:
1	9	14	9	33	Office clerical
0	0	2	0	2	Keypunch, computer
3	4	1	1	9	Cashiering
0	0	1	2	3	Stock clerk
0	0	0	1	1	Mail clerk
0	0	2	4	6	Sales
					Service (except maintenance):
1	1	3	4	9	Health service
0	1	1	2	4	Child service
1	3	3	3	10	Cook
0	1	2	1	4	Laundry
0	1	3	5	9	Waitress, busboy
0	0	0	1	1	Exterminator
2	0	0	0	2	Barber, beautician's helper
					Crafts, Trades, Operatives:
0	1	1	0	2	Appliance repair
2	11	4	1	18	Auto mechanics
1	4	4	2	11	Carpentry
0	3	0	0	3	Dressmaking, industrial sewing
0	0	1	0	1	Drafting
1	3	1	1	6	Electrician
0	0	1	0	1	Locksmith
0	0	1	0	1	Meat cutting
0	1	1	1	3	Mechanics, machinist
0	1	0	0	1	Plasterer
0	1	0	0	1	Shoe repairing
0	1	0	0	1	Tile setting
0	3	0	0	3	Other machine operation: heavy equipment
0	2	1	1	4	Welding, sheet metal
0	0	0	1	1	Factory machine operator
					Other (maintenance & miscellaneous)
0	6	4	3	13	Indoor maintenance and custodial
0	1	2	2	5	Outdoor maintenance
0	0	2	0	2	Auto servicing
0	1	0	0	1	Commercial art, drawing
0	0	1	0	1	Ride and groom race horses
0	0	1	0	1	Packing
1	2	0	1	4	Professional aides
0	0	0	1	1	Construction laborer
0	0	0	1	1	Inspector
112	66	68	77	323	No work training reported, not trained to do any kind of work

A	B	C	SL	ALL	
					11. What kinds of work have you been trained to do and where did you get your training? (Continued)
					Source of First Kind of Work Training
5	20	17	6	48	School
0	1	0	0	1	Special school programs: adult education
0	3	10	1	14	Training schools (correctional)
5	19	14	11	49	Training programs
0	1	4	2	7	Hospitals
0	1	2	5	8	Governmental agencies
2	10	6	16	34	Businesses
0	5	3	0	8	Informal training
1	0	0	4	5	Other
0	1	1	3	5	No Report (Training described, but source not given)
					11. Second Kind of Work Training
					Clerical and Sales:
0	2	0	1	3	Office clerical
0	0	0	1	1	Keypunch, computer
0	1	0	0	1	Cashiering
0	0	1	1	2	Stock clerk
0	0	1	0	1	Sales
					Service (except maintenance):
0	2	0	0	2	Health service
0	0	1	2	3	Child service
0	3	0	1	4	Cook
0	1	0	0	1	Waitress, busboy
0	0	0	1	1	Basket girl at pool
					Crafts, Trades, Operatives:
0	2	0	0	2	Auto mechanics
0	1	0	0	1	Brickmason
0	1	1	0	2	Carpentry
0	0	1	0	1	Electrician
0	0	0	2	2	Painter
0	1	0	0	1	Shoe repairing
0	0	0	2	2	Other machine operation: heavy equipment
0	2	1	0	3	Welding, sheet metal
					Other (maintenance & miscellaneous)
0	0	1	3	4	Indoor maintenance and custodial
0	0	0	1	1	Outdoor maintenance
0	0	2	0	2	Auto servicing
0	1	0	0	1	Commercial art, drawing
13	44	48	33	138	No second kind of work training reported

11. What kinds of work have you been trained to do and where did you get your training? (Continued)

Source of Second Kind of Work Training

A	B	C	SL	ALL	
0	4	1	0	5	School
0	1	0	0	1	Special school programs: adult education
0	0	0	0	0	Training schools (correctional)
0	2	0	2	4	Training programs
0	0	0	0	0	Hospitals
0	0	0	2	2	Governmental agencies
0	1	1	4	6	Businesses
0	1	0	1	2	Informal training
0	0	0	0	0	Other
0	8	7	6	21	Same as first source of work training

11. Number of different kinds of work reported

A	B	C	SL	ALL	
112	67	68	77	324	None
13	43	48	33	137	One
0	13	7	8	28	Two
0	3	2	6	11	Three
0	1	0	0	1	Four
0	0	0	1	1	Five

Number of different sources of training reported

A	B	C	SL	ALL	
112	66	68	77	323	None
13	51	53	36	153	One
0	9	2	4	15	Two
0	0	1	5	6	Three
0	1	1	3	5	NR (Training described, but source not given)

12. Have you ever had a job; that is, ever worked for pay?

A	B	C	SL	ALL	
81	94	90	78	343	Yes
43	33	35	46	157	No
1	0	0	1	2	NR

A	B	C	SL	ALL	
					13. What is the main reason that you've never had a job?
7	2	9	15	33	Hunted, couldn't find any job
12	3	1	5	21	Couldn't find a good job
1	4	5	8	18	Just left school: student
9	12	10	5	36	Didn't need a job, didn't want a job
12	4	2	5	23	Involved with infant care or pregnancy
0	7	5	6	18	Too young, lack of experience
0	1	0	0	1	Institutionalized (mental hospital)
1	0	0	0	1	Illness
1	0	3	2	6	NR ("No" response given in Item 12, but no reason reported)
					14. How did you hear about the last job you had?
4	3	3	3	13	State Employment Service or YOC
0	2	0	1	3	Private employment agency
55	53	47	52	207	Friends or relatives
5	13	18	3	39	School
1	2	1	2	6	Previous employer
7	6	6	2	21	Advertisements
8	9	13	8	38	Went to place of employment and asked about job
1	2	0	0	3	Training programs
0	4	1	2	7	Other community organizations
0	0	1	1	2	Other
0	0	0	4	4	NR ("Yes" response given in Item 12, but no referral source reported)
					15. What was the main reason for leaving your last job?
9	8	12	3	32	Was fired
21	40	21	18	100	Returned to school or entered training program
4	0	4	3	11	Was pregnant
5	1	4	1	11	Moved, went out of town
1	1	3	1	6	Was jailed: got in trouble
2	7	4	0	13	Was sick or in hospital
0	0	0	0	0	Entered military service
17	12	26	29	84	Job ended
22	22	12	17	73	Dissatisfied with, or uninterested in, job
0	3	3	2	8	Other personal reasons
0	0	1	3	4	NR ("Yes" response given in Item 12, but no reason reported)

16. If you try hard enough, you have a good chance of succeeding in whatever you do.

A	B	C	SL	ALL	
1.18	1.14	1.20	1.18	1.17	Mean
0.46	0.42	0.46	0.50	0.48	Standard Deviation
120	127	125	125	497	Number
102	112	103	109	426	Strongly agree
16	13	20	12	61	Somewhat agree
1	1	1	2	5	Somewhat disagree
1	1	1	2	5	Strongly disagree
5	0	0	0	5	NR

17. You believe that most people want to help you.

A	B	C	SL	ALL	
1.57	1.69	1.81	1.70	1.69	Mean
0.69	0.83	0.74	0.70	0.74	Standard Deviation
119	125	125	124	493	Number
62	62	44	52	220	Strongly agree
48	45	64	61	218	Somewhat agree
7	12	13	8	40	Somewhat disagree
2	6	4	3	15	Strongly disagree
6	2	0	1	9	NR

18. You feel that you have little influence over the things that happen to you.

A	B	C	SL	ALL	
2.59	2.47	2.54	2.47	2.52	Mean
0.98	1.06	1.06	1.02	1.02	Standard Deviation
120	126	125	125	496	Number
14	25	24	25	88	Strongly agree
51	46	40	41	178	Somewhat agree
26	25	31	35	117	Somewhat disagree
29	30	30	24	113	Strongly disagree
5	1	0	0	6	NR

19. You seem to do things you regret more often than most people.

A	B	C	SL	ALL	
2.95	2.36	2.21	2.53	2.51	Mean
1.00	1.13	1.10	1.12	1.12	Standard Deviation
118	127	125	125	495	Number
15	38	43	29	125	Strongly agree
19	30	33	34	116	Somewhat agree
41	32	28	29	130	Somewhat disagree
43	27	21	33	124	Strongly disagree
7	0	0	0	7	NR

A	B	C	SL	ALL	
					20. You don't get much fun out of life.
3.32	2.81	3.07	2.99	3.04	Mean
0.97	1.15	1.11	1.17	1.11	Standard Deviation
119	127	125	124	495	Number
9	24	18	20	71	Strongly agree
16	25	21	25	87	Somewhat agree
22	28	20	16	86	Somewhat disagree
72	50	66	63	251	Strongly disagree
6	0	0	1	7	NR
					21. Becoming a success is mainly a matter of luck; hard work doesn't help very much
3.18	3.18	3.29	3.21	3.21	Mean
1.00	1.10	0.99	1.08	1.04	Standard Deviation
119	127	125	125	496	Number
11	17	10	16	54	Strongly agree
19	16	18	15	68	Somewhat agree
27	21	23	21	92	Somewhat disagree
62	73	74	73	282	Strongly disagree
6	0	0	0	6	NR
					22. You feel that you are as capable and smart as most people.
1.92	2.12	1.90	1.77	1.93	Mean
0.85	1.06	0.93	0.80	0.92	Standard Deviation
120	127	125	124	496	Number
40	47	49	54	190	Strongly agree
57	36	50	49	192	Somewhat agree
15	26	15	16	72	Somewhat disagree
8	18	11	5	42	Strongly disagree
5	0	0	1	6	NR
					23. The wise person lives for today and lets tomorrow take care of itself.
2.37	2.51	2.65	2.38	2.48	Mean
1.12	1.26	1.21	1.18	1.19	Standard Deviation
120	127	125	125	497	Number
34	40	32	40	146	Strongly agree
34	23	24	30	111	Somewhat agree
25	21	25	22	93	Somewhat disagree
27	43	44	33	147	Strongly disagree
5	0	0	0	5	NR

A	B	C	SL	ALL	
					24. You would describe yourself as self-confident.
1.57	1.69	1.90	1.64	1.70	Mean
0.61	0.88	0.85	0.86	0.81	Standard Deviation
120	126	124	121	491	Number
58	67	41	68	234	Strongly agree
57	40	65	35	197	Somewhat agree
4	10	8	12	34	Somewhat disagree
1	9	10	6	26	Strongly disagree
5	1	1	4	11	NR
					25. It is hard to get ahead without breaking the law now and then.
2.74	2.80	2.71	2.52	2.70	Mean
1.03	1.18	1.15	1.12	1.12	Standard Deviation
120	126	125	124	495	Number
17	27	26	28	98	Strongly agree
32	21	27	37	117	Somewhat agree
36	28	29	25	118	Somewhat disagree
35	50	43	34	162	Strongly disagree
5	1	0	1	7	NR
					26. Most people cannot be trusted.
2.21	2.08	2.19	2.30	2.19	Mean
1.02	1.04	0.95	1.05	1.01	Standard Deviation
119	126	125	125	495	Number
37	47	32	35	151	Strongly agree
34	36	51	38	159	Somewhat agree
34	28	28	32	122	Somewhat disagree
14	15	14	20	63	Strongly disagree
6	1	0	0	7	NR
					27. A high school education is worth the time and effort it requires.
1.37	1.21	1.43	1.34	1.34	Mean
0.71	0.58	0.83	0.73	0.72	Standard Deviation
120	127	125	125	497	Number
88	108	92	96	384	Strongly agree
24	14	18	20	76	Somewhat agree
4	2	9	4	19	Somewhat disagree
4	3	6	5	18	Strongly disagree
5	0	0	0	5	NR

A	B	C	SL	ALL	
					28. Most bosses have it in for you and give you a hard time.
3.02	2.60	2.84	2.75	2.80	Mean
0.92	1.07	0.96	1.04	1.01	Standard Deviation
116	127	125	124	492	Number
7	24	12	17	60	Strongly agree
27	37	33	35	132	Somewhat agree
39	32	43	34	148	Somewhat disagree
43	34	37	38	152	Strongly disagree
9	0	0	1	10	NR
					29. Most work is dull and boring.
3.02	2.84	2.83	2.74	2.86	Mean
0.88	1.03	0.96	0.97	0.97	Standard Deviation
117	126	125	124	492	Number
7	16	11	14	48	Strongly agree
23	31	36	36	126	Somewhat agree
48	37	41	42	168	Somewhat disagree
39	43	37	32	151	Strongly disagree
8	0	0	1	9	NR
					30. You are generally enthusiastic about new plans.
1.67	1.55	1.56	1.62	1.60	Mean
0.61	0.87	0.69	0.75	0.74	Standard Deviation
120	127	125	125	497	Number
47	82	66	63	258	Strongly agree
68	28	51	52	199	Somewhat agree
3	10	5	5	23	Somewhat disagree
2	7	3	5	17	Strongly disagree
5	0	0	0	5	NR
					31. You believe that most people look out for themselves.
1.29	1.61	1.69	1.70	1.58	Mean
0.62	0.88	0.81	0.83	0.81	Standard Deviation
119	126	125	125	495	Number
93	76	64	62	295	Strongly agree
18	30	38	43	129	Somewhat agree
7	13	21	15	56	Somewhat disagree
1	7	2	5	15	Strongly disagree
6	1	0	0	7	NR

A	B	C	SL	ALL	
					32. You feel happy.
2.10	2.14	2.06	2.10	2.10	Mean
0.78	0.87	0.87	0.90	0.86	Standard Deviation
120	126	125	124	495	Number
30	38	40	40	148	Almost always
49	35	42	35	161	Usually
40	51	39	45	175	Sometimes
1	2	4	4	11	Almost never
5	1	0	1	7	NR
					33. Teachers have had it in for you and have given you a hard time.
3.05	2.81	3.02	3.01	2.97	Mean
0.85	1.02	0.88	0.86	0.91	Standard Deviation
120	125	125	125	495	Number
8	21	12	10	51	Almost always
16	16	11	15	58	Usually
58	55	65	64	242	Sometimes
38	33	37	36	144	Almost never
5	2	0	0	7	NR
					34. You feel that you are a failure.
3.22	3.02	3.12	3.09	3.11	Mean
0.62	0.74	0.80	0.81	0.75	Standard Deviation
120	125	125	124	494	Number
2	5	6	6	19	Almost always
7	18	15	17	57	Usually
74	73	62	61	270	Sometimes
37	29	42	40	148	Almost never
5	2	0	1	8	NR
					35. You expect to do well in the things you try to do.
1.68	1.60	1.58	1.66	1.63	Mean
0.73	0.80	0.75	0.86	0.79	Standard Deviation
120	125	125	125	495	Number
57	73	73	71	274	Almost always
44	31	32	28	135	Usually
19	19	20	23	81	Sometimes
0	2	0	3	5	Almost never
5	2	0	0	7	NR

A	B	C	SL	ALL	
					36. During your spare time, you have something to do that you like doing.
2.25	2.04	2.02	2.07	2.09	Mean
0.81	0.93	0.96	1.00	0.93	Standard Deviation
120	125	125	125	495	Number
23	47	49	49	168	Almost always
49	31	31	27	138	Usually
43	42	38	40	163	Sometimes
5	5	7	9	26	Almost never
5	2	0	0	7	NR
					37. You get even with people who wrong you as soon as you can.
3.26	2.97	3.09	3.13	3.11	Mean
0.74	0.99	0.98	0.92	0.92	Standard Deviation
120	125	125	125	495	Number
4	16	15	9	44	Almost always
9	15	10	18	52	Usually
59	51	49	46	205	Sometimes
48	43	51	52	194	Almost never
5	2	0	0	7	NR
					38. Would you say that your chances of becoming a respected and law-abiding member of your community are:
1.76	1.90	2.10	1.87	1.91	Mean
0.52	0.58	0.71	0.60	0.62	Standard Deviation
120	125	125	124	494	Number
34	25	16	28	103	Excellent
81	91	89	87	348	Reasonably good
5	6	11	6	28	Not very good
0	3	9	3	15	Unlikely
5	2	0	1	8	NR
					39. Would you say that your chances of having a happy home life in the future are:
1.73	1.95	1.90	1.90	1.87	Mean
0.50	0.71	0.79	0.75	0.70	Standard Deviation
119	126	124	122	491	Number
35	28	38	34	135	Excellent
81	83	69	73	306	Reasonably good
3	8	9	8	28	Not very good
0	7	8	7	22	Unlikely
6	1	1	3	11	NR

A	B	C	SL	ALL	
					40. How lucky do you feel you have been in your life so far:
1.93	2.02	2.11	2.06	2.03	Mean
0.62	0.87	0.92	0.88	0.83	Standard Deviation
119	127	125	125	496	Number
25	36	33	33	127	Very lucky
79	65	58	64	266	Somewhat lucky
13	15	21	16	66	Somewhat unlucky
2	11	13	12	38	Unlucky
6	0	0	0	6	NR
					41. How many enemies do you feel you have?
3.08	3.20	3.10	2.98	3.09	Mean
0.80	0.95	0.92	0.98	0.92	Standard Deviation
118	127	125	125	495	Number
8	11	9	11	39	A great many
9	14	20	27	70	Some
67	41	45	40	193	A few
34	61	51	47	193	Almost none
7	0	0	0	7	NR
					42. How did you hear about the NYC, that is what made you think of enrolling in the NYC?
52	36	33	49	170	Friends
6	39	24	21	90	Relatives and family friends
4	3	2	8	17	Employment Service, YOC
17	6	13	8	44	School
2	4	24	4	34	Court or police
11	14	7	1	33	Training programs other than NYC
29	12	15	17	73	Other community organizations
0	4	1	1	6	Advertisements, announcements, signs
3	6	1	12	22	NYC, including summer program of NYC
1	3	5	4	13	NR, NA (Irrelevant response, source not reported)

A	B	C	SL	ALL	
					43. What are some of the things you would like to get out of being in the NYC?
2	4	3	14	23	Educational only: "Learn all I can"
14	27	42	41	124	Vocational only: "Learn a trade"
0	2	2	0	4	Personal development only: "Help go in the right direction"
105	57	32	49	243	Educational and vocational: "Diploma and a trade"
0	3	4	1	8	Educational and personal: "Education, learn more about NYC"
0	13	29	9	51	Vocational and personal: "Training, responsibility"; "Better life, learn how to do things"
0	20	10	5	35	Educational, vocational, and personal: "Back to school and finish education, get a job, and keep out of trouble"
3	1	3	4	11	Immediate benefits only: "Have a job"; "Financial assistance"; "Work permit"
1	0	0	2	3	NR
					44. What is the most important thing that you would like to get from it?
47	56	77	64	244	Vocational (occupation-connected objective only)
55	58	28	39	180	Educational (no occupation-connected objective, but educational objective specified either solely or together with personal objectives)
0	11	7	4	22	Personal only (vocational and educational objectives not mentioned)
0	1	8	10	19	Immediate benefits only
22	1	5	5	33	Educational and vocational
1	0	0	3	4	NR

A	B	C	SL	ALL	
					47. Is there anything about the appearance, attitude, or physical condition of the enrollee which you (interviewer) feel would tend to restrict his employability chances?
118	90	90	119	417	No, nothing about appearance, attitude, or physical condition
1	9	1	0	11	Yes, appearance only: disheveled; very unclean-untidy
1	10	17	2	30	Yes, attitude, appearance: lack of self-assurance, short temper
1	6	7	0	14	Yes, physical characteristics or condition: overweight, epilepsy in certain work situations
4	8	7	1	20	Yes, cognition and/or communication: "reading on 2nd grade level"; problems expressing himself
0	1	2	0	3	Yes, other personal characteristics, plus other restrictions: poor education, youthful age
0	3	1	3	7	NR

PART III. INDIVIDUAL EMPLOYABILITY PLAN
(MRP/NYC 02)

A	B	C	SL	ALL	
					2. Enrollee's major vocational interest
13	5	15	15	48	Professional, technical
39	26	37	38	140	Clerical, sales
29	22	60	21	132	Service
28	64	11	31	134	Crafts, trades, operatives
8	9	1	8	26	Don't know, undecided
0	1	1	1	3	Interested in education rather than vocation
8	0	0	11	19	No report
					3. Additional areas of vocational interest?
40	87	48	78	253	Yes
85	40	77	47	249	No, no report
					Area of secondary vocational interest
10	8	4	10	32	Professional, technical
18	17	23	22	80	Clerical, sales
3	26	14	21	64	Service
9	36	7	25	77	Crafts, trades, operatives
85	40	77	47	249	No report, not applicable

A	B	C	SL	ALL	
					6. **Enrollee plans to use NYC experience as:**
75	42	69	41	227	Preparation for qualifying for a full-time job
4	14	4	32	54	Way of qualifying for other vocational training
0	6	5	8	19	Preparation for returning to full-time school
10	31	2	11	54	Opportunity to explore vocational interest
6	11	4	4	25	Means of earning money; becoming trained is secondary
8	1	3	6	18	Explore and prepare
5	7	0	1	13	Means of obtaining GED; complete education
0	12	35	1	48	Education and job
0	1	2	1	4	Education and more training
17	2	1	20	40	No report
					8. **Impressions of enrollee's assets and liabilities:**
					Job skills
101	96	101	89	387	Has no skills relevant to Employability Plan
22	29	23	23	97	Has some skill, but needs to increase it
0	1	1	1	3	Present skills are adequate to achieve Employability Plan
2	1	0	12	15	No report

A	B	C	SL	ALL	
					9. Impressions of enrollee's assets and liabilities:
					Work experience
43	46	75	47	211	Has never had a job
22	37	30	32	121	Has worked, but did not make a satisfactory adjustment to the world of work
57	44	20	35	156	Has performed satisfactorily on the job
3	0	0	11	14	No report
					10. Impressions of enrollee's assets and liabilities:
					Education
75	59	52	52	238	Educational deficiencies would hinder goal achievement
16	64	58	46	184	Goal achievement would be facilitated by brush-up and review
32	3	15	14	64	Educational background is adequate to achieve immediate occupational goal
2	1	0	13	16	No report
					11. Impressions of enrollee's assets and liabilities:
					Personal characteristics
15	9	23	15	62	Makes a poor impression; probably could not get or keep a job at this time
73	70	77	73	293	Doesn't make a bad impression, but improvement is needed
35	48	25	26	134	An attractive person that should interest most employers
2	0	0	11	13	No report

A	B	C	SL	ALL		
					12.	Does the enrollee have a reasonable understanding of the qualifications needed to achieve employment in the areas of his vocational interest?
82	112	116	95	405		Yes
27	8	8	15	58		No
7	7	1	4	19		Not applicable (vocational interests unclear)
9	0	0	11	20		No report
					13.	Is this vocational goal reasonable in terms of his assets and liabilities?
91	100	117	86	394		Yes
16	20	7	24	67		No
18	7	1	15	41		No report, not applicable
					14.	Is this vocational goal reasonable in terms of his current attitudes toward school and training?
89	110	110	80	389		Yes
17	8	14	28	67		No
19	9	1	17	46		No report, not applicable
					16.	Is the enrollee fully aware of the occupational opportunities available to him?
58	109	92	84	343		Yes
56	12	33	29	130		No
11	6	0	12	29		No report

A	B	C	SL	ALL	
					25. The enrollee's educational goal is:
3	6	9	21	39	To earn a diploma, degree, or certificate for academic work beyond the high school level
38	14	50	16	118	To fulfill requirements for a high school diploma
45	51	21	54	171	To prepare for the GED test
0	1	1	0	2	To earn credits for academic work completed
5	28	41	21	95	To increase skills relevant to desired vocation
30	26	0	0	56	Not applicable (no education component in IEP)
4	1	3	13	21	No report
					26. Is enrollee involved in any other educational program outside of the NYC?
					Yes
1	4	9	1	15	--Night school
0	1	0	3	4	--Special site programs (Model Cities "School 30" (GED) Baltimore; Juvenile Court (GED) St. Louis; VIP St. Louis
0	0	0	3	3	--No report
121	122	114	107	464	No
3	0	2	11	16	No report

A	B	C	SL	ALL	
					28. Relationship of personal characteristics to Employability Plan objectives:
					Appearance
10	10	5	6	31	Enrollee's appearance must be greatly improved
62	43	56	72	233	Some improvement in appearance will be necessary
51	74	62	36	223	No improvements are necessary
2	0	2	11	15	No report
					29. Speech
8	5	4	10	27	Enrollee's speech must be greatly improved
66	54	77	73	270	Some improvement in speech be necessary
47	68	42	30	187	No improvements are necessary
4	0	2	12	18	No report
					30. Self-confidence
16	6	18	12	52	Enrollee's self-confidence must greatly increased
76	69	71	77	293	Some increase in self-confidence will be necessary
30	52	34	25	141	No increase is necessary
3	0	2	11	16	No report

A	B	C	SL	ALL	
					31. Hostile attitude towards authority
4	2	12	13	31	Enrollee's attitude toward authority must be greatly improved
30	27	35	57	149	Some improvement in attitude toward authority will be necessary
86	98	76	43	303	No improvement is necessary
5	0	2	12	19	No report
					32. Self-management
13	9	19	22	63	Enrollee's self-management abilities must be greatly improved
68	46	70	68	252	Some improvement in self-management abilities will be necessary
33	66	34	20	153	No improvement is necessary
11	6	2	15	34	No report
					34. Supportive services planned for enrollee:
					Medical
48	0	0	9	57	Medical examination
0	1	0	8	9	Treatment as needed
1	0	0	0	1	Psychiatric care
76	126	125	108	435	None reported
					Dental
24	1	0	3	28	Dental examination
1	0	0	0	1	Treatment
0	7	0	5	12	Dental services needed, but plan not yet developed
100	119	125	117	461	None reported

A	B	C	SL	ALL	
					34. Supportive services planned for enrollee: (cont.)
					Day care
41	0	7	12	60	Day care planned
3	0	0	1	4	Day care needed, but plans not yet developed
81	127	118	112	438	None reported
					Other planned services
0	13	0	4	17	Optical
0	1	0	0	1	Speech therapy
35	4	0	0	39	Vocational evaluation
0	0	1	0	1	Big Brother (Juvenile Court)
0	0	1	0	1	Transportation allowance
0	2	0	0	2	Drug abuse program
43	5	7	23	78	Not applicable (no "other" services planned, but services reported in #34)
47	102	116	98	363	No report (no services reported in #34)
					35. Planned hours per week in the NY
31.58	31.17	31.92	35.90	32.54	Mean
6.69	2.10	0.91	2.34	4.15	Standard deviation
120	127	121	108	476	Number
30	7	1	1	39	Less than 30 hours per week
11	22	0	0	33	30 hours per week
8	98	120	4	230	32 hours per week
1	0	0	1	2	33 hours per week
53	0	0	0	53	35 hours per week
0	0	0	95	95	36 hours per week
17	0	0	7	24	38, 40 hours per week
5	0	4	17	26	No report

A	B	C	SL	ALL	
					36 & 37. Weeks between enrollment date and operational date of IEP
2.49	1.22	2.70	4.59	2.74	Mean
3.63	0.66	1.81	7.05	4.22	Standard deviation
122	125	125	122	494	Number
50	101	20	62	233	1 week or less
31	19	64	9	123	2 weeks
13	3	11	6	33	3 weeks
20	2	28	25	75	4-7 weeks
6	0	1	8	15	8-11 weeks
2	0	1	12	15	12 weeks, or more
3	2	0	3	8	No report
					38. Number of months in the program required for the enrollee to meet his goals
17.92	18.18	22.50	20.14	19.90	Mean
5.85	6.00	4.02	5.80	5.69	Standard deviation
118	62	121	109	410	Number
15	1	5	4	25	Less than 12 months
14	27	2	25	68	12 months
20	1	0	1	22	13-17 months
17	2	12	4	35	18 months
6	0	0	4	10	19-23 months
46	31	102	71	250	24 months
7	65	4	16	92	No report
					39. Estimated proportion of planned program time in:
					Skill training
38.59	16.07	28.55	22.81	26.50	Mean
26.12	30.41	13.36	18.80	24.74	Standard deviation
120	126	121	105	472	Number

A	B	C	SL	ALL	
				39.	Estimated proportion of planned program time in:
					Skill training (cont.)
22	96	12	37	167	Less than 10%
2	0	3	1	6	10-19%
5	0	28	9	42	20-29%
44	0	35	31	110	30-39%
4	10	39	15	68	40-49%
14	1	0	11	26	50-59%
12	1	4	0	17	60-69%
3	1	0	1	5	70-79%
14	17	0	0	31	80%, or more
5	1	4	20	30	No report
					Work experience
27.21	38.41	36.69	31.60	33.61	Mean
22.74	22.89	14.66	15.75	19.98	Standard deviation
120	126	121	105	472	Number
26	26	5	3	60	Less than 10%
8	0	0	11	19	10-19%
24	0	24	30	78	20-29%
46	4	22	29	101	30-39%
2	68	33	2	105	40-49%
3	8	27	28	66	50-59%
0	10	9	2	21	60-69%
0	0	1	0	1	70-79%
11	10	0	0	21	80%, or more
5	1	4	20	30	No report
					Remedial education
24.64	28.41	24.09	32.95	27.36	Mean
23.82	20.50	6.55	10.24	17.34	Standard deviation
120	126	121	105	472	Number

A	B	C	SL	ALL	
					Remedial education (cont.)
39	42	0	0	81	Less than 10%
11	0	4	5	20	10-19%
6	1	70	20	97	20-29%
46	2	44	46	138	30-39%
6	72	2	26	106	40-49%
5	9	0	6	20	50-59%
1	0	1	1	3	60-69%
0	0	0	0	0	70-79%
6	0	0	1	7	80%, or more
5	1	4	20	30	No report
					Counseling
5.56	15.08	10.58	12.25	10.88	Mean
4.95	8.34	2.83	5.80	6.82	Standard deviation
120	126	121	105	472	Number
89	5	0	12	106	Less than 10%
28	72	118	73	291	10-19%
3	37	1	18	59	20-29%
0	12	2	2	16	30-49%
5	1	4	20	30	No report
					Other services
3.16	1.90	0.00	0.38	1.40	Mean
4.69	4.09	0.00	2.47	3.60	Standard deviation
120	126	121	105	472	Number
112	106	121	103	442	Less than 10%
4	19	0	1	24	10-19%
3	1	0	1	5	20-29%
1	0	0	0	1	30-39%
5	1	4	20	30	No report

A	B	C	SL	ALL	
				40.& 41.	Are there any impediments which might prevent the enrollee from achieving his Employability Plan?
88	110	103	95	396	No
					Yes -
18	8	6	10	42	Attitude, motivation
2	4	2	4	12	Physical characteristics or conditions
0	3	1	0	4	Cognition and/or communication
0	0	0	1	1	Institutionalization
1	0	1	1	3	Pregnancy and/or institutionalization
3	0	0	1	4	Employability Plan inappropriate
9	1	7	2	19	Family problems
4	0	5	11	20	Lack of education
0	1	0	0	1	Drug addiction
				42.	Rating of enrollee's motivation and interest in completing his Employability Plan
3.71	3.67	3.30	3.53	3.55	Mean
0.96	0.79	1.06	1.15	1.00	Standard deviation
116	122	121	97	456	Number
2	1	8	8	19	1 - Poorly motivated, indifferen
9	5	14	6	34	2 -
36	43	50	31	160	3 -
43	57	32	31	163	4 -
26	16	17	21	80	5 - Well motivated, very interested
9	5	4	28	46	No report

A	B	C	SL	ALL	
					43. Number of ability and/or achievement tests reported
1.42	0.50	3.50	1.81	1.80	Mean
1.31	0.50	0.55	1.42	1.50	Standard deviation
125	127	125	125	502	Number
41	64	0	46	151	None
37	63	0	1	101	One
6	0	3	9	18	Two
36	0	57	69	162	Three
5	0	65	0	70	Four
					Kinds of tests reported:
					Reading
79	127	0	54	260	None
0	0	122	0	122	Gates-McGinitie
0	0	1	71	72	California Achievement (CAT)
46	0	1	0	47	Wide-Range (WRAT)
0	0	1	0	1	No report
					Math
77	127	2	47	253	None
2	0	123	0	125	PSA
0	0	0	78	78	CAT
46	0	0	0	46	WRAT
					Language
125	127	123	49	424	None
0	0	0	74	74	CAT (language)
0	0	2	0	2	Vocabulary
0	0	0	2	2	No report
					General IQ
49	127	5	125	306	None
67	0	120	0	187	Beta
9	0	0	0	9	Otis

A	B	C	SL	ALL	
					Kinds of tests reported: (cont.)
					Other
					General ability (GATB)
0	63	0	0	63	Yes
125	64	125	125	439	No
					Dexterity (Purdue)
0	0	65	0	65	Yes
125	127	60	125	437	No
					Clerical aptitude
0	0	3	0	3	Yes
125	127	122	125	499	No
					Weeks in test period (weeks between dates of earliest and latest tests)
1.06	- --	0.07	0.12	0.28	Mean
2.44	- --	0.57	0.32	1.25	Standard deviation
68	---	125	68	321	Number
					Test results
					Grade placement: reading
6.74	- --	6.80	6.93	6.82	Mean
3.15	- --	2.5[illegible]	1.69	2.48	Standard deviation
45	---	123	67	235	Number
					Grade placement: math
5.56	- --	5.39	7.06	5.95	Mean
2.00	- --	1.35	1.30	1.66	Standard deviation
47	---	120	77	244	Number
					Grade placement: language
- --	- --	6.20	7.24	7.23	Mean
- --	- --	0.00	1.92	1.91	Standard deviation
---	---	1	74	75	Number
					Score: general intelligence
91.4	- --	96.0	- --	94.2	Mean
11.0	- --	11.4	- --	11.4	Standard deviation
76	---	119	---	195	Number

PART IV. MONTHLY REPORT ON REMEDIAL EDUCATION (MRP/NYC 03)

A	B	C	SL	ALL	
					Number of monthly reporting periods in record
10.78	9.90	11.58	9.90	10.54	Mean
8.94	6.90	8.07	7.32	7.85	Standard deviation
125	127	125	125	502	Number
58	52	46	50	206	0 - 6
23	31	27	38	119	7 - 12
13	28	23	14	78	13 - 18
13	12	20	18	63	19 - 24
18	4	9	5	36	25, or more
					First monthly report with scheduled education
2.74	2.31	1.37	1.04	1.74	Mean
2.37	2.52	2.24	0.23	2.08	Standard deviation
78	91	115	125	409	Number
47	65	111	124	347	1 or 2
25	19	1	1	46	3 - 6
6	7	3	0	16	7, or later
47	36	10	0	93	No report, not applicable
125	127	125	125	502	Total

A	**B**	**C**	**SL**	**ALL**	
					Number of monthly reports with scheduled education
4.78	5.18	6.77	9.37	6.53	Mean
6.70	6.20	6.12	7.01	6.74	Standard deviation
122	127	125	125	499	Number
47	36	10	0	93	None
45	56	67	52	220	1 - 6
13	17	27	37	94	7 - 12
7	11	12	16	46	13 - 18
10	7	9	20	46	19, or more
3	0	0	0	3	No report, not applicable
125	127	125	125	502	Total
					4. Educational goal, earliest monthly report
1	3	2	3	9	To earn a diploma. degree or certificate for academic wor beyond high school
31	2	38	1	72	To fulfill requirements for a high school diploma
39	30	17	75	161	To prepare for the GED test
0	0	2	1	3	To earn credits for academic work completed
7	54	56	42	159	Improvement of reading and math skills in order to qualify for a job
47	38	10	3	98	No report, not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	
					5. Scheduled weekly education hours, earliest monthly report
18.99	15.31	9.67	12.38	13.53	Mean
6.59	3.76	4.47	2.91	5.52	Standard deviation
78	91	115	125	409	Number
					6. Average scheduled education hours per complete monthly report
27.86	32.24	25.34	44.65	32.52	Mean
36.40	32.50	18.96	14.96	28.24	Standard deviation
122	125	119	120	486	Number
					Scheduled hours by site
69	56	53	8	186	0 - 19
17	23	43	18	101	20 - 39
14	19	15	87	135	40 - 59
22	27	8	7	64	60, or more
9	7	0	0	16	No report, not applicable
125	127	125	125	502	Total
					7. Average attended hours per complete monthly report
23.04	19.28	19.77	25.91	21.98	Mean
32.27	27.98	18.23	15.31	24.61	Standard deviation
122	125	119	120	486	Number
					Attended hours by site
74	83	68	33	258	0 - 19
20	19	38	68	145	20 - 39
12	11	5	18	46	40 - 59
16	12	8	1	37	60, or more
3	2	6	5	16	No report, not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	
					Total attended hours in education
211.14	170.98	212.06	286.34	218.68	Mean
347.23	281.46	265.59	296.31	298.77	Standard deviation
100	122	121	109	452	Number
50	49	19	15	133	0 - 9
17	30	38	26	111	10 - 99
7	14	24	17	62	100 - 199
2	5	13	11	31	200 - 299
1	2	6	9	18	300 - 399
5	5	4	6	20	400 - 499
18	17	17	25	77	500, or more
25	5	4	16	50	No report, not applicable
125	127	125	125	502	Total
					8. Interest rating in education earliest monthly report (1-Total disinterest; 5-Always interested
3.83	3.58	3.37	3.62	3.58	Mean
0.94	0.99	0.95	0.77	0.91	Standard deviation
75	83	110	116	384	Number
1	6	4	1	12	1-Total disinterest
6	2	16	8	32	2-
16	23	33	34	106	3-
34	42	49	64	189	4-
18	10	8	9	45	5-Always interested
50	44	15	9	118	No report, not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	
					Interest rating in education, latest monthly report
3.60	2.82	3.32	2.88	3.13	Mean
0.92	1.26	0.99	1.07	1.10	Standard deviation
75	82	109	116	382	Number
3	18	6	16	43	1-Total disinterest
5	14	13	20	52	2-
19	20	40	48	127	3-
40	25	40	26	131	4-
8	5	10	6	29	5-Always interested
50	45	16	9	120	No report, not applicable
125	127	125	125	502	Total
					9. Progress rating in education, earliest monthly report (1-No progress; 5-Outstanding progress
3.15	2.57	2.98	2.93	2.91	Mean
1.02	0.94	1.00	0.84	0.96	Standard deviation
75	83	110	117	385	Number
8	12	12	5	37	1-No progress
5	25	16	26	72	2-
35	34	48	62	179	3-
22	11	30	20	83	4-
5	1	4	4	14	5-Outstanding progress
50	44	15	8	117	No report, not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	
					Progress rating in education, latest monthly report
3.04	2.30	2.94	2.42	2.67	Mean
1.12	1.20	1.10	1.07	1.15	Standard deviation
75	82	109	117	383	Number
13	27	14	24	78	1-No progress
5	21	23	43	92	2-
24	15	36	32	107	3-
32	14	33	13	92	4-
1	3	5	5	14	5-Outstanding progress
50	45	16	8	119	No report, not applicable
125	127	125	125	502	Total
					Number of different education sites in record
56	65	54	75	250	1
14	21	37	34	106	2
3	3	16	11	33	3
4	1	7	5	17	4 - 9
48	37	11	0	96	No report, not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	Remedial education site
25					Atlanta Area Technical School
3					Learning Skills Center
2					Literacy Foundation
10					Postal Street Academy
23					Evening high school
10					AEESC high school
4					Adult Basic Education Center
	83				Madison school (#456A)
	3				Morgan State
	3				Coppin State
	1				Calvert Annex
		1			Continuations
		4			Evening school
		32			Cincinnati General Hospital
		12			Federal Building
		22			McMillan Adult Center
		1			Taft Center
		1			Unitarian Church
		38			NYC Education Center, ALP
		1			OIC
		2			Clerical Co-op
			19		YWCA, NYC office, Victor's business school
			29		Military Personnel Records Center
			21		National Personnel Records
			20		Jewish Community Hospital
			11		VA Hospital
			2		Voluntary Improvement Program
			10		St. Stephen's
			13		Homer G. Phillips Hospital
48	37	11	0	96	No report, not applicable
125	127	125	125	502	Total

PART V. MONTHLY REPORT ON SKILL TRAINING (MRP/NYC 04)

A	B	C	SL	ALL	
					First monthly report with scheduled skill training
24	29	42	8	103	1 or 2
14	11	6	4	35	3 - 6
23	7	12	21	63	7, or later
64	80	65	92	301	No report, not applicable
125	127	125	125	502	Total
					Number of monthly reports with scheduled skill training
2.64	1.68	3.58	2.02	2.52	Mean
4.57	3.50	5.10	4.12	4.41	Standard deviation
121	127	125	125	498	Number
64	80	65	92	301	None
37	37	29	16	119	1 - 6
12	5	22	11	50	7 - 12
8	5	9	6	28	13, or more
4	0	0	0	4	No report, not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	
					3. Kind of skill training
24	17	33	18	92	Office clerical, keypunch
7	0	7	0	14	Sales, sales and clerical, financial clerical
6	3	7	1	17	Health service, hospital work
1	3	1	0	5	Child care
5	0	0	4	9	Cosmetology, barber
0	0	1	1	2	Teaching job, teaching aide, other service or "professional"
6	10	3	3	22	Auto mechanics, auto body
5	9	2	0	16	Carpentry, construction
7	5	6	6	24	Other crafts and trades
64	80	65	92	301	No report, not applicable
125	127	125	125	502	Total
					4. Scheduled weekly hours in skill training
28.97	22.98	22.40	21.30	24.28	Mean
9.83	11.94	5.13	10.85	9.97	Standard deviation
60	54	60	33	207	Number
					5. Average scheduled skill training hours per complete monthly report
28.46	17.57	29.95	12.80	22.00	Mean
42.40	34.48	39.50	28.24	37.06	Standard deviation
118	122	110	119	469	Number
					Scheduled hours by site
79	88	66	93	326	0 - 19 hours
7	17	7	8	39	20 - 39
6	4	10	10	30	40 - 59
26	13	27	8	74	60, or more
7	5	15	6	33	No report, not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	
					6. Average attended monthly report skill training hours
24.98	11.34	21.80	8.46	16.68	Mean
38.98	26.96	31.98	17.91	20.70	Standard deviation
124	122	122	122	490	Number
					Attended hours by site
85	103	82	101	371	0 - 19 hours
9	9	10	9	37	20 - 39
6	2	9	9	26	40 - 59
24	8	21	3	56	60, or more
1	5	3	3	12	No report, not applicable
125	127	125	125	502	Total
					Total attended hours in skill training
282.45	137.80	259.13	119.22	198.08	Mean
532.69	372.10	421.95	275.72	413.22	Standard deviation
111	125	125	120	481	Number
71	101	78	96	346	0 - 9 hours
26	16	37	21	100	10 - 99
13	7	9	3	32	100 - 199
1	1	1	0	3	200, or more
14	2	0	5	21	No report, not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	
					7. Interest ratings in skill training, earliest monthly report (1-Total disinterest; 5-Always interested)
3.96	3.40	3.50	4.13	3.72	Mean
0.72	1.09	1.03	0.72	0.96	Standard deviation
55	43	58	31	187	Number
1	4	0	0	5	1-Total disinterest
0	3	12	0	15	2-
9	13	16	6	44	3-
35	18	19	15	87	4-
10	5	11	10	36	5-Always interested
70	84	67	94	315	No report, not applicable
125	127	125	125	502	Total
					Interest rating in skill training, latest monthly report (1-Total disinterest; 5-Always interested)
3.85	3.26	3.33	3.45	3.48	Mean
0.82	1.38	1.00	0.99	1.07	Standard deviation
53	43	58	31	185	Number
0	7	2	2	11	1-Total disinterest
4	5	10	2	21	2-
10	11	19	10	50	3-
29	10	21	14	74	4-
10	10	6	3	29	5-Always interested
72	84	67	94	317	No report, not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	
					Progress rating in skill training, earliest monthly report (1-No progress; 5-outstanding progress)
3.22	2.77	2.93	3.29	3.04	Mean
0.83	1.00	1.12	0.82	0.98	Standard deviation
55	43	58	31	187	Number
1	5	6	1	13	1-No progress
9	12	14	3	38	2-
24	14	22	14	74	3-
19	12	10	12	53	4-
2	0	6	1	9	5-Outstanding progress
70	84	67	94	315	No report, not applicable
125	127	125	125	502	Total
					Progress rating in skill training, latest monthly report (1-No progress; 5-outstanding progress)
3.45	2.77	2.81	3.00	3.02	Mean
0.89	1.29	1.13	1.26	1.16	Standard deviation
53	43	58	31	185	Number
1	9	8	5	23	1-No progress
7	10	17	6	40	2-
16	10	13	7	46	3-
25	10	18	10	63	4-
4	4	2	3	13	5-Outstanding progress
72	84	67	94	317	No report, not applicable
125	127	125	125	502	Total

11. Skill training site

A	B	C	SL	ALL	
					Sites of concentrated skill training in a learning setting
5	4	40	1	50	NYC "classroom" skill training programs
0	2	8	10	20	Federally supported skill training programs, OIC, BOC, MDTA
46	32	0	6	84	Public trade schools or training facilities
4	2	0	6	12	Private trade schools
					Sites of non-concentrated skill training in a work setting
1	4	5	3	13	Hospital
3	0	3	7	13	Federal agency other than hospital
0	1	1	0	2	Other state and municipal agencies
0	0	3	0	3	Community agencies and organizations
1	2	0	0	3	Private businesses
65	80	65	92	302	No report, not applicable
125	127	125	125	502	Total

PART VI. MONTHLY REPORT ON WORK EXPERIENCE
(MRP/NYC 05)

A	B	C	SL	ALL	
					First monthly report with scheduled work experience
1.58	1.39	2.16	1.16	1.56	Mean
2.24	1.36	2.91	1.40	2.07	Standard deviation
85	113	106	119	423	Number
78	105	87	117	387	1 or 2
4	6	10	1	21	3 - 6
3	2	9	1	15	7, or later
40	14	19	6	79	No report, not applicable
125	127	125	125	502	Total
					Number of monthly reports with scheduled work experience
4.30	6.66	6.98	7.25	6.31	Mean
5.09	5.66	6.98	5.42	5.93	Standard deviation
122	127	125	125	499	Number
38	11	19	6	74	None
54	67	57	52	230	1 - 6
17	30	28	46	121	7 - 12
11	15	9	16	51	13 - 18
2	4	12	5	23	19, or more
3	0	0	0	3	No report, not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	
					3. Kind of work experience; earliest assignment
62	43	27	61	193	Clerical
1	8	3	8	20	Custodial and grounds work
0	29	14	1	44	Maintenance
0	9	18	18	45	Health service other than patient care
0	1	17	3	21	Health service, patient care
11	8	11	1	31	Child care and work with children
3	8	9	10	30	Other service work
0	1	2	3	6	Technician (other than health) and work with professionals
6	6	4	13	29	Work with craftsmen, mechanics, and related persons
2	0	0	0	2	Other
40	14	20	7	81	No report, not applicable
125	127	125	125	502	Total
					4. Scheduled weekly work experience hours; earliest assignment
18.61	19.65	25.17	19.98	20.92	Mean
4.25	5.29	4.79	0.18	4.81	Standard deviation
85	113	106	117	421	Number

A	B	C	SL	ALL	
					5. Average scheduled work experience hours per complete monthly report
30.00	56.92	67.73	61.61	53.84	Mean
31.04	33.89	46.20	24.92	37.69	Standard deviation
122	122	118	115	477	Number
					Scheduled hours by site
58	25	25	11	119	0 - 19
21	8	12	10	51	20 - 39
13	19	13	17	62	40 - 59
30	70	68	77	245	60, or more
3	5	7	10	24	No report, not applicable
125	127	125	125	502	Total
					6. Average attended work experience hours per complete monthly report
21.63	41.42	53.31	35.62	37.91	Mean
24.68	28.77	39.29	21.75	31.45	Standard deviation
122	123	118	115	478	Number
					Attended hours by site
70	33	30	28	161	0 - 19
24	21	18	35	98	20 - 39
14	35	19	34	102	40 - 59
14	34	51	18	117	60, or more
3	4	7	10	24	No report, not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	
					Total number of hours actually attended of work experience
235.79	349.03	574.79	299.69	372.15	Mean
399.36	369.23	705.51	354.81	505.58	Standard deviation
112	116	119	85	432	Number
65	32	37	31	165	0 - 9
40	78	60	50	228	10 - 99
6	6	15	4	31	100 - 199
1	0	7	0	8	200, or more
13	11	6	40	70	No report, not applicable
125	127	125	125	502	Total
					7. Work experience performance rating, earliest monthly report (1-entirely unsatisfactory and unpromising; 5-outstanding)
3.60	3.22	3.18	3.72	3.42	Mean
0.76	1.10	1.09	0.80	0.99	Standard deviation
78	110	105	108	401	Number
1	11	11	1	24	1-entirely unsatisfactory
6	15	11	5	37	2-
20	31	41	32	124	3-
47	45	32	55	179	4-
4	8	10	15	37	5-Outstanding
47	17	20	17	101	No report, not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	
					Work experience performance rating, latest monthly report
3.19	2.77	2.84	2.98	2.93	Mean
1.27	1.27	1.15	1.20	1.23	Standard deviation
78	111	104	109	402	Number
12	28	21	19	80	1-Entirely unsatisfactory
10	15	11	13	49	2-
17	29	40	37	123	3-
29	33	28	31	121	4-
10	6	4	9	29	5-Outstanding
47	16	21	16	100	No report, not applicable
125	127	125	125	502	Total
					8. Punctuality rating, earliest monthly report (1-Always late; 5-Never late)
3.95	3.73	3.52	3.85	3.75	Mean
0.99	1.11	1.07	0.96	1.04	Standard deviation
82	108	104	110	404	Number
4	5	2	2	13	1-Always late
0	11	19	7	37	2-
18	21	27	27	93	3-
34	42	35	44	155	4-
26	29	21	30	106	5-Never late
43	19	21	15	98	No report, not applicable
125	127	125	125	502	Total

A	B	C	SL	All	
					Punctuality rating, latest monthly report
3.59	3.29	3.24	3.12	3.29	Mean
1.02	1.18	1.16	1.08	1.13	Standard deviation
78	106	104	108	396	Number
3	11	6	10	30	1-Always late
8	12	25	19	64	2-
21	35	28	35	119	3-
32	31	28	36	127	4-
14	17	17	8	56	5-Never late
47	21	21	17	106	No report, not applicable
125	127	125	125	502	Total
					9. **Attendance rating, earliest monthly report (1-seldom comes; 5-Always comes)**
4.22	3.53	3.76	3.75	3.79	Mean
1.08	1.32	1.16	1.04	1.18	Standard deviation
82	110	105	112	409	Number
2	12	4	5	23	1-Seldom comes
6	14	11	6	37	2-
10	19	28	30	87	3-
18	34	25	42	119	4-
46	31	37	29	143	5-Always comes
43	17	20	13	93	No report, not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	
					Attendance rating, latest monthly report
3.30	2.82	2.95	2.75	2.93	Mean
1.51	1.39	1.30	1.30	1.38	Standard deviation
79	107	104	108	398	Number
16	30	18	26	90	1- Seldom comes
11	11	21	20	63	2-
7	27	27	26	87	3-
23	26	24	27	100	4-
22	13	14	9	58	5-Always comes
46	20	21	17	104	No report, not applicable
125	127	125	125	502	Total
					10. Quality of work rating, earliest monthly report (1-Poor; 5-Excellent)
3.67	3.33	3.29	3.56	3.45	Mean
0.93	1.11	0.95	0.83	0.97	Standard deviation
82	111	105	112	410	Number
3	10	2	1	16	1-Poor
4	11	18	8	41	2-
23	37	45	43	148	3-
39	38	28	47	152	4-
13	15	12	13	53	5-Excellent
43	16	20	13	92	No report, not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	
					Quality of work rating, latest monthly report
3.62	3.12	3.24	3.27	3.29	Mean
1.08	1.18	0.98	0.96	1.06	Standard deviation
79	108	104	107	398	Number
4	15	7	3	29	1-Poor
8	14	13	19	54	2-
18	32	38	41	129	3-
33	37	40	34	144	4-
16	10	6	10	42	5-Excellent
46	19	21	18	104	No report, not applicable
125	127	125	125	502	Total
					11. Quantity or work rating, earliest monthly report (1-Does little; 5-Highly productive
3.65	3.29	3.25	3.53	3.41	Mean
0.95	1.12	0.95	0.88	0.99	Standard deviation
82	111	105	112	410	Number
2	9	2	1	14	1-Does little
6	17	20	10	53	2-
26	32	44	46	148	3-
33	39	28	39	139	4-
15	14	11	16	56	5-Highly productive
43	16	20	13	92	No report, not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	
					Quantity of work rating, latest monthly report
3.52	3.12	3.20	3.28	3.26	Mean
1.07	1.18	0.98	0.94	1.05	Standard deviation
79	109	104	107	399	Number
4	15	7	3	29	1-Does little
9	13	13	17	52	2-
22	36	43	44	145	3-
30	34	34	33	131	4-
14	11	7	10	42	5-Highly productive
46	18	21	18	103	No report, not applicable
125	127	125	125	502	Total
					12. Attitude towards work rating, earliest monthly report (1-Not interested; 5-Outstanding)
3.87	3.32	3.30	3.64	3.51	Mean
0.94	1.11	1.05	0.93	1.03	Standard deviation
82	111	105	112	410	Number
2	10	6	4	22	1-Not interested
4	12	15	7	38	2-
18	34	39	30	121	3-
37	42	32	55	166	4-
21	13	13	16	63	5-Outstanding
43	16	20	13	92	No report, not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	
					Attitude towards work rating, latest monthly report
3.31	3.06	3.16	3.21	3.18	Mean
1.30	1.23	1.13	1.04	1.17	Standard deviation
80	109	104	107	400	Number
10	19	7	7	43	1-Not interested
11	12	25	18	66	2-
20	30	29	36	115	3-
22	39	30	37	128	4-
17	9	13	9	48	5-Outstanding
45	18	21	18	102	No report, not applicable
125	127	125	125	502	Total
					13. Attitude towards authority, earliest monthly report (1-Hostile; 5-Cooperative)
4.22	3.85	3.41	3.95	3.84	Mean
0.82	1.05	1.03	0.89	1.00	Standard deviation
82	111	105	112	410	Number
1	5	4	1	11	1-Hostile
2	8	14	3	27	2-
8	16	39	32	95	3-
38	52	31	41	162	4-
33	30	17	35	115	5-Cooperative
43	16	20	13	92	No report, not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	
					Attitude towards authority rating, latest monthly report
3.88	3.49	3.46	3.56	3.58	Mean
1.02	1.07	1.11	0.99	1.06	Standard deviation
80	109	104	107	400	Number
2	9	6	4	21	1-Hostile
5	8	12	10	35	2-
20	26	35	32	113	3-
27	53	30	44	154	4-
26	13	21	17	77	5-Cooperative
45	18	21	18	102	No report, not applicable
125	127	125	125	502	Total
					Work experience site, earliest work assignment
1	8	6	0	15	Post-secondary schools
10	9	12	1	32	Other schools and day care centers
5	33	54	52	144	Hospitals and health facilities
6	20	1	0	27	Housing projects
40	17	11	59	127	Federal installations other than hospitals and Federal agencies other than NYC
19	16	4	4	43	City or State installations or agencies other than hospitals and housing projects
2	7	10	2	21	Non-profit or community service organizations
0	0	2	0	2	NYC offices
0	0	4	0	4	Other
42	17	21	7	87	No report, not applicable
125	127	125	125	502	Total

PART VII. MONTHLY REPORT ON COUNSELING AND SUPPORTIVE SERVICES (MRP/NYC 06)

A	B	C	SL	ALL	
					First monthly report with scheduled individual counseling
1.02	1.08	1.01	1.60	1.17	Mean
0.13	0.35	0.09	1.18	0.65	Standard deviation
125	125	124	117	491	Number
125	124	124	101	474	1 or 2
0	3	1	24	28	Later
125	127	125	125	502	Total
					First monthly report with scheduled group counseling
2.95	3.03	3.49	1.04	2.47	Mean
3.48	2.83	4.67	0.24	3.16	Standard deviation
96	99	74	123	392	Number
71	60	52	122	305	1 or 2
14	29	11	1	55	3 - 6
11	10	11	0	32	7 - 22
29	28	51	2	110	No report, not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	
					3. Average number of scheduled meetings, individual counseling, per complete monthly report
2.57	4.32	1.90	1.68	2.62	Mean
1.17	2.33	0.68	1.34	1.83	Standard deviation
120	123	124	119	486	Number
10	4	8	22	44	Less than one
10	10	9	34	63	One
27	18	98	41	184	Two
48	16	6	13	83	Three
24	21	3	3	51	Four
1	54	0	6	61	Five, or more
5	4	1	6	16	No report, not applicable
125	127	125	125	502	Total
					Average number of scheduled meetings, group counseling, per complete monthly report
0.76	1.23	0.23	7.14	2.30	Mean
0.96	1.35	0.59	2.63	3.18	Standard deviation
120	122	124	118	484	Number
55	45	102	5	207	Less than one
50	39	18	3	110	One
9	18	1	1	29	Two
6	20	3	109	138	Three, or more
5	5	1	7	18	No report, not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	
					Average number of scheduled meetings, all counseling, per complete monthly report
3.38	5.59	2.19	11.18	5.53	Mean
1.85	2.78	0.98	5.17	4.61	Standard deviation
120	123	124	118	485	Number
					Scheduled hours, individual counseling, earliest monthly report
2.65	3.71	2.02	2.01	2.62	Mean
2.03	2.92	0.97	2.03	2.23	Standard deviation
113	125	117	116	471	Number
2	5	1	13	21	Less than one
31	30	24	46	131	One
41	31	77	38	187	Two
16	8	9	5	38	Three
23	51	6	14	94	Four, or more
12	2	8	9	31	No report, not applicable
125	127	125	125	502	Total
					Scheduled hours, individual counseling, latest monthly report
2.48	3.87	1.79	1.78	2.50	Mean
1.44	2.92	0.74	1.43	2.03	Standard deviation
113	125	117	117	472	Number
5	7	1	14	27	Less than one
23	25	36	42	126	One
36	29	71	40	176	Two
24	5	6	9	44	Three
25	59	3	12	99	Four, or more
12	2	8	8	30	No report, not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	
					Scheduled hours, group counseling, earliest monthly report
1.78	1.84	1.03	8.12	3.18	Mean
2.29	2.08	1.16	2.07	3.46	Standard deviation
113	125	114	116	468	Number
25	30	47	3	105	Less than one
57	39	39	0	135	One
12	31	11	2	56	Two
2	6	12	2	22	Three
17	19	5	109	150	Four, or more
12	2	11	9	34	No report, not applicable
125	127	125	125	502	Total
					Scheduled hours, group counseling, latest monthly repo
1.69	1.61	0.89	7.97	3.03	Mean
2.02	1.64	1.00	2.25	3.37	Standard deviation
112	125	114	116	467	Number
24	32	47	3	106	Less than one
47	35	45	1	128	One
26	38	12	2	78	Two
4	4	7	3	18	Three
11	16	3	107	137	Four, or more
13	2	11	9	35	No report, not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	
					Average total scheduled counseling hours per complete monthly report
3.77	5.11	2.01	14.40	6.23	Mean
4.33	3.52	0.94	5.11	6.07	Standard deviation
120	123	124	117	484	Number
77	54	116	5	252	0 - 3
35	41	8	8	92	4 - 7
3	23	0	13	39	8 - 11
1	2	0	35	38	12 - 15
1	2	0	49	52	16 - 19
3	1	0	7	11	20 - 29
5	4	1	8	18	No report, not applicable
125	127	125	125	502	Total
					4. Average attended meetings, scheduled individual counseling, per complete monthly report
1.82	3.41	1.70	1.38	2.08	Mean
1.01	2.04	0.70	1.32	1.57	Standard deviation
120	122	124	117	483	Number
15	5	8	31	59	None
26	15	28	42	111	One
48	29	83	29	189	Two
28	20	3	4	55	Three
3	20	2	6	31	Four
0	33	0	5	38	Five, or more
5	5	1	8	19	No report, not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	
					Average attended meetings, unscheduled individual counseling, per complete monthly report
0.82	0.96	0.44	0.83	0.76	Mean
0.75	1.21	0.75	0.82	0.92	Standard deviation
120	123	124	117	484	Number
42	47	85	45	219	None
61	52	27	53	193	One
13	17	10	13	53	Two
4	7	2	6	19	Three, or more
5	4	1	8	18	No report, not applicable
125	127	125	125	502	Total
					Average attended meetings, group counseling, per complete monthly report
0.64	1.01	0.21	5.76	1.86	Mean
1.18	1.28	0.62	2.96	2.81	Standard deviation
119	123	124	117	483	Number
70	54	106	10	240	None
37	40	14	4	95	One
10	25	4	24	63	2 - 4
1	4	0	49	54	5 - 8
1	0	0	30	31	9, or more
6	4	1	8	19	No report, not applicable
125	127	125	125	502	Total
					Average attended meetings, al counseling, per complete monthly report
3.18	5.21	2.36	8.51	4.79	Mean
1.66	2.59	1.31	4.84	3.75	Standard deviation
119	123	124	118	484	Number

A	B	C	SL	ALL	
					Average attended hours, scheduled individual counseling, per complete monthly report
1.53	3.07	1.57	1.24	1.86	Mean
0.92	2.72	0.85	1.42	1.80	Standard deviation
120	123	124	119	486	Number
					Total attended hours in scheduled individual counseling
16.43	27.93	17.37	14.33	19.17	Mean
16.96	28.24	14.65	20.06	21.44	Standard deviation
114	126	116	120	476	Number
63	41	44	70	218	0 - 9
15	24	31	22	92	10 - 19
9	15	15	8	47	20 - 29
12	16	14	7	49	30 - 39
15	30	12	13	70	40, or more
11	1	9	5	26	No report, not applicable
125	127	125	125	502	Total
					Average attended hours in unscheduled individual counseling, per complete monthly report
0.60	0.75	0.38	0.59	0.58	Mean
0.60	0.81	0.72	0.75	0.73	Standard deviation
120	123	124	120	487	Number

A	B	C	SL	ALL	
					Average attended hours, group counseling, per complete monthly report
1.05	1.06	0.20	8.22	2.60	Mean
3.31	1.56	0.58	4.77	4.40	Standard deviation
120	123	124	120	487	Number
					Total attended hours in group counseling
9.04	10.99	2.52	86.68	27.40	Mean
20.74	15.70	3.99	85.34	56.31	Standard deviation
112	125	116	118	471	Number
					All group counseling hours
93	85	107	19	304	0 - 9
5	16	9	9	39	10 - 19
4	6	0	7	17	20 - 29
4	6	0	11	21	30 - 39
6	12	0	72	90	40, or more
13	2	9	7	31	No report, not applicable
125	127	125	125	502	Total
					Average attended counseling hours per complete monthly report
3.38	4.85	2.16	10.08	5.08	Mean
4.84	3.37	1.33	5.34	5.00	Standard deviation
120	123	124	119	486	Number

A	B	C	SL	ALL	
					Total attended counseling hours
30.04	44.41	23.70	106.92	51.55	Mean
38.70	42.51	18.97	104.31	68.65	Standard deviation
112	125	116	118	471	Number
43	28	27	15	113	0 - 9
31	28	54	18	131	10 - 29
16	26	21	16	79	30 - 49
9	15	12	9	45	50 - 69
13	28	2	60	103	70, or more
13	2	9	7	31	No report, not applicable
125	127	125	125	502	Total
					6. Initiation of unscheduled counseling
15	29	31	23	98	Counselor only
9	3	6	1	19	Enrollee only
85	87	66	85	323	Both counselor and enrollee
16	8	22	16	62	No report, not applicable
125	127	125	125	502	Total
					9. Enrollee's response to individual counseling, earliest report, (1 - hostile, unreceptive; 5 - interested, receptive)
4.02	4.02	3.53	3.80	3.84	Mean
0.69	0.87	0.93	0.86	0.86	Standard deviation
124	126	124	116	490	Number
0	0	2	3	5	1--hostile, unreceptive
2	6	14	3	25	2
22	28	42	29	121	3
72	50	48	60	230	4
28	42	18	21	109	5--interested, receptive
1	1	1	9	12	No response, not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	
					Enrollee's response to individual counseling, latest report
3.78	3.52	3.60	3.14	3.52	Mean
0.81	1.20	0.97	1.21	1.08	Standard deviation
124	124	124	115	487	Number
0	3	0	2	5	Only one 06 with numerical rating in record
1	4	3	12	20	1--hostile, unreceptive
6	15	14	16	51	2--
33	34	33	36	136	3--
63	40	54	36	193	4--
21	28	20	13	82	5--interested, receptive
1	3	1	10	15	No report, not applicable
125	127	125	125	502	Total
					10. Enrollee's response to group counseling, earliest report (1 - hostile, unreceptive; 5 - interested, receptive
3.69	3.91	3.35	3.74	3.70	Mean
0.85	0.86	0.82	0.77	0.84	Standard deviation
83	94	68	117	362	Number
0	1	1	0	2	1--hostile, unreceptive
9	3	7	4	23	2--
20	24	32	41	117	3--
42	41	23	53	159	4--
12	25	5	19	61	5--interested, receptive
42	33	57	8	138	No report, not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	
					Enrollee's response to group counseling, latest report
3.61	3.62	3.40	3.21	3.44	Mean
1.00	1.01	1.04	0.96	1.01	Standard deviation
82	92	68	116	358	Number
2	0	1	0	3	Only one 06 with numerical rating in record
1	2	2	2	7	1--hostile, unreceptive
5	10	7	23	45	2--
22	29	26	54	131	3--
41	31	23	23	118	4--
11	20	9	14	54	5--interested, receptive
43	35	57	9	144	No report, not available
125	127	125	125	502	Total
					11. Number of monthly reports reporting medical or dental attention
84	76	100	67	327	None
14	29	7	24	74	One
9	7	5	14	35	Two
10	4	5	9	28	Three
6	11	8	9	34	Four, or more
2	0	0	2	4	No report, not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	
					Kinds of medical and/or dental attention
19	15	8	38	80	Medical exam only
13	29	15	14	71	Medical treatment
7	5	1	3	16	Dental exam and/or treatment
2	2	1	1	6	Medical and dental exam and/or treatment
84	76	100	69	329	No report, not applicable
125	127	125	125	502	Total
					12. Day care reported
54	6	14	3	77	Number
71	121	111	123	425	No report, not applicable
					Other supportive services reported
4	9	1	7	21	Optical services, exam, and/or provision for eyeglasses
4	2	0	0	6	Job workshop, exploration of world of work, another training program
13	0	11	0	24	Transportation
1	0	0	0	1	Educational testing for extra help
0	2	7	0	9	Prenatal care
1	1	0	0	2	Drug rehabilitation
2	1	3	1	7	Mental rehabilitation
1	2	1	0	4	Housing
1	0	3	0	4	Counseling with probation officer; legal officer
98	110	99	117	424	No report, not applicable
125	127	125	125	502	Total

PART VIII. REPORT ON TERMINATION
(MRP/NYC 07)

A	B	C	SL	ALL	
					Total calendar days in NYC
316.09	277.02	318.40	279.88	297.76	Mean
275.03	209.88	240.68	214.22	236.38	Standard deviation
125	127	125	125	502	Number
					3. Employability Plan with respect to education
11	3	10	12	36	To earn a degree for academic work beyond the high school level
54	11	28	9	102	To fulfill requirements for a high school diploma
50	60	38	67	215	To prepare for the GED test
2	3	5	0	10	To earn credits for academic work completed
5	39	38	32	114	Improvement of reading and math skills to qualify for a job
0	1	4	0	5	To return to school
1	0	0	1	2	Not in program; attendance not long enough to complete form
2	10	2	4	18	No report, not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	
					4. Planned per cent of time in education
26.02	31.31	28.73	33.02	29.71	Mean
22.17	20.69	11.24	9.60	17.36	Standard deviation
99	113	98	85	395	Number
21	31	0	0	52	0 - 9
17	1	6	0	24	10 - 19
11	1	32	4	48	20 - 29
35	3	44	19	101	30 - 39
5	68	8	33	114	40 - 49
5	7	5	21	38	50 - 59
0	0	1	8	9	60 - 69
5	2	2	0	9	70, or more
26	14	27	40	107	No report, not applicable
125	127	125	125	502	Total
					5. Was Employability Plan for education changed during the course of the enrollment?
17	63	40	19	139	Yes
102	63	84	104	353	No
6	1	1	2	10	No report
					6. Change in Employability Plan for education: goals
14	43	19	10	86	No goal change
1	12	5	2	20	Goals lowered
2	8	16	7	33	Goals raised
108	64	85	106	363	No report, not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	
					Change in Employability Plan for education: proportion of time
7	12	19	5	43	No time change
1	20	12	3	36	Time decreased
9	31	9	11	60	Time increased
108	64	85	106	363	No report, not applicable
125	127	125	125	502	Total
					Change in Employability Plan for education: other
10	45	31	18	104	No other change
3	4	4	0	11	Education postponed
0	2	1	0	3	Education terminated or enrollee left NYC before beginning education
4	12	4	1	21	Education site changed
108	64	85	106	363	No report, not applicable
125	127	125	125	502	Total
					7. Did enrollee participate in remedial education program?
71	89	100	117	377	Yes
54	38	24	7	123	No
0	0	1	1	2	No report, not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	
					8. Educational achievement
22	47	43	42	154	Participated but made no progress
5	0	3	16	24	Finished one or more grades
12	0	10	2	24	Received high school diploma
5	3	1	7	16	Passed the GED test
2	14	7	2	25	Good progress in GED preparation or finished GED course but didn't take exam; took exam but didn't pass
2	0	6	2	10	Completed one or more credit courses
8	19	15	12	54	Made some progress in basic skills
6	5	3	14	28	Made only a little progress
2	0	0	2	4	Reenrolled in high school, night school or referred to college
0	0	0	6	6	College credits earned
61	39	37	20	157	No report, not applicable
					9. Counselor's rating of overall interest in education
3.63	3.20	3.13	3.17	3.25	Mean
0.90	1.03	1.13	0.98	1.03	Standard deviation
63	75	90	106	334	Number
2	6	7	6	21	1-Totally disinterested
4	10	20	15	49	2-Usually disinterested
17	27	28	50	122	3-Sometimes interested
32	27	24	25	108	4-Usually interested
8	5	11	10	34	5-Always interested
62	52	35	19	168	No report, not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	
					10. Did the enrollee have educational needs which could not be met by the NYC program?
6	9	22	6	43	Yes
116	116	96	115	443	No
3	2	7	4	16	No report, not applicable
125	127	125	125	502	Total
					13. Type of skill training included in the Employability Plan for enrollee
					Professional or technical
1	0	0	1	2	Accountant
5	0	0	1	6	Artist, photographer, draftsman
1	0	0	0	1	Buyer
1	0	14	5	20	Lab technician
0	0	3	0	3	TV production
0	0	0	1	1	Teacher
					Clerical and Sales
32	10	32	17	91	Office clerical
6	0	0	8	14	Data processing, keypunch
6	0	7	1	14	Other clerical
0	0	3	0	3	Sales
					Services
4	1	20	3	28	Nurses aide, or hospital orderly
6	0	0	0	6	LPN
1	0	0	0	1	Ambulance assistant
1	0	1	1	3	Other or general patient services
1	0	7	1	9	Child care, preschool aid
0	0	5	0	5	Building maintenance
0	0	6	1	7	Cook
8	0	1	4	13	Cosmetology, barber

A	B	C	SL	ALL	
					Type of skill training included in the Employability Plan for enrollee (cont.)
					Trades
8	11	5	11	35	Auto mechanic
6	7	0	2	15	Carpenter
5	0	1	2	8	Electrician, radio/TV repair, air conditioner or refrigeration repair
0	0	1	2	3	Plumber
0	5	1	4	10	Sewing
5	1	0	2	8	Welding
2	0	0	0	2	Printing
1	3	1	0	5	Other
25	89	17	58	189	No report, not applicable
125	127	125	125	502	Total
					14. **Planned percent of time in program spent in skill trainir**
44.91	14.24	28.94	21.71	27.05	Mean
25.93	29.42	14.83	18.24	25.97	Standard deviation
102	119	99	91	411	Number
13	94	12	34	153	0 - 9
0	0	1	2	3	10 - 19
5	0	18	6	29	20 - 29
27	2	36	27	92	30 - 39
9	6	26	13	54	40 - 49
19	1	2	9	31	50 - 59
4	0	2	0	6	60 - 69
25	16	2	0	43	70, or more
23	8	26	34	91	No report, not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	
					15. Was Employability Plan for skill training changed?
21	42	33	13	109	Yes
93	83	84	98	358	No
11	2	8	14	35	No report, not applicable
125	127	125	125	502	Total
					16. Kinds of changes in skill training plan
9	38	11	7	65	No change in kind
4	2	5	1	12	Change within occupational area
6	2	16	4	28	Change to another occupational area
106	85	93	113	397	No report, not applicable
125	127	125	125	502	Total
					Skill training plan changes: change in proportion of time
15	5	19	5	44	No change in time
4	17	8	3	32	Time decreased
0	20	5	4	29	Time increased
106	85	93	113	397	No report, not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	Skill training plan changes: other
16	30	28	9	83	No other changes
3	3	1	1	8	Skill training postponed
0	2	0	0	2	Skill training advanced
1	6	1	1	9	Skill training added to individual Employability Plan
1	1	2	1	5	Enrollee left NYC before beginning skill training
104	85	93	113	395	No report, not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	17. Did enrollee participate in any skill training program?
60	43	75	33	211	Yes
61	84	47	85	277	No
4	0	3	7	14	No report, not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	20. Number of skill training episodes
52	41	58	26	177	One
9	2	15	6	32	Two
0	0	1	0	1	Three
64	84	51	93	292	No report, not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	
					Number of skill training episodes completed
33	33	37	19	122	None
26	9	21	9	65	One
1	0	1	3	5	Two
65	85	66	94	310	No report, not applicable
125	127	125	125	502	Total
					18. First skill training participation: kind of skill training
					Professional & technical
1	0	0	1	2	Accountant
3	0	0	0	3	Artist, draftsman
0	0	10	2	12	Lab technician
0	0	3	0	3	Radio or TV production
					Clerical & sales
24	14	28	16	82	Office clerical
1	0	1	0	2	Data processing, keypunch
6	0	7	0	13	Other clerical
0	0	2	0	2	Sales
					Services
2	2	5	0	9	Nurses' aide, hospital orderly
2	0	0	0	2	LPN
1	1	7	0	9	Child care, pre-school aide
0	0	2	0	2	Building, maintenance
0	0	5	0	5	Cook
5	0	0	4	9	Cosmetology, barber
					Trades
2	9	1	3	15	Auto mechanic
5	7	1	0	13	Caprenter
4	1	0	2	7	Electrician, electrical repair
0	4	2	4	10	Sewing
4	2	0	0	6	Welding
1	0	0	0	1	Printing
0	3	0	0	3	Other
64	84	51	93	292	No report, not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	
					19. Number of months in first skill training
6.35	4.79	6.62	6.66	6.15	Mean
5.68	4.58	6.45	4.54	5.58	Standard deviation
60	43	66	32	201	Number
					20. Was the first skill training completed?
24	9	19	11	63	Yes
36	33	39	20	128	No
65	85	67	94	311	No report, not applicable
125	127	125	125	502	Total
					21. Counselor's rating of overall interest in skill training (1-Totally disinterested· 5-Always interested)
3.68	3.47	3.51	3.69	3.58	Mean
0.80	1.09	0.89	0.74	0.88	Standard deviation
59	40	67	32	198	Number
0	4	2	0	6	1-Totally disinterested
2	1	3	1	7	2-
25	12	30	12	79	3-
22	18	23	15	78	4-
10	5	9	4	28	5-Always interested
66	87	58	93	304	No report, not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	
					22. Did enrollee have skill training needs that could not be met in NYC?
107	105	88	97	397	No
5	20	17	8	50	Yes
13	2	20	20	55	No report, not applicable
125	127	125	125	502	Total
					25. Kind of work assignment included in the Employability Plan
52	39	34	61	186	Clerical
0	5	15	10	30	Technical
8	3	25	8	44	Health
11	9	10	2	32	Child care
13	0	7	8	28	Crafts & trades
0	5	6	6	17	Food or laundry
0	38	13	14	65	Maintenance
0	1	0	2	3	Miscellaneous
10	0	0	4	14	Purpose, (*e.g.* vocational exploration) rather than kind of work
31	27	15	10	83	No report, not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	
					26. Planned percent of time in program spent in work assignment
18.81	37.90	31.77	31.74	30.27	Mean
15.59	22.25	16.61	12.80	18.84	Standard deviation
99	113	98	85	395	Number
26	23	10	3	62	0 - 9
19	0	3	4	26	10 - 19
25	0	19	19	63	20 - 29
24	3	25	39	91	30 - 39
2	67	22	5	96	40 - 49
0	6	10	15	31	50 - 59
2	6	9	0	17	60 - 69
1	8	0	0	9	70 or more
26	14	27	40	107	No report, not applicable
125	127	125	125	502	Total
					27. Was Employability Plan for work experience changed during the course of the enrollment?
25	75	37	24	161	Yes
87	50	78	92	307	No
13	2	10	9	34	No report, not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	
					28. Ways in which Employability Plan for work experience changed: Kind
14	43	15	3	75	No change in kind
2	12	3	8	25	Change to more "advanced" level (e.g. from laundry to lab aide)
3	4	7	4	18	Changed to less "advanced" level (e.g. from lab aide to maintenance)
6	16	12	9	43	Other work experience assignment changes (level same, or not known)
100	52	88	101	341	Not applicable
125	127	125	125	502	Total
					Change in work experience plan: Time
13	19	22	20	74	No change in time
0	27	8	1	36	Time increased
10	29	7	3	49	Time decreased
102	52	88	101	343	No report, not applicable
125	127	125	125	502	Total
					29. Did enrollee participate in any work experience?
78	111	101	117	407	Yes
44	16	23	7	90	No
3	0	1	1	5	No report, not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	
					30. Was the work assignment ever changed? At whose request?
45	47	47	69	208	Never changed
16	22	17	19	74	Changed at supervisor's request
10	30	16	13	69	Changed at enrollee's request
2	11	9	1	23	Changed at supervisor's and enrollee's request
2	1	0	4	7	Changed at counselor's request
50	16	36	19	121	No report, not applicable
125	127	125	125	502	Total
					31. Counselor's rating of enrollee's overall interest in work experience (1-Totally disinterested; 5-Always interested)
3.39	3.44	3.43	3.27	3.38	Mean
0.97	1.10	0.91	0.96	0.99	Standard deviation
75	106	91	100	372	Number
1	10	2	6	19	1-Totally disinterested
16	7	9	11	43	2-
18	28	39	40	125	3-
33	48	30	36	147	4-
7	13	11	7	38	5-Always interested
50	21	34	25	130	No report, not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	
					32. Did enrollee have work experience needs which could not be met by NYC?
108	117	100	103	428	No
2	9	12	7	30	Yes
15	1	13	15	44	No report, not applicable
125	127	125	125	502	Total
					34. What was the Employability Plan for this enrollee with respect to counseling?
66	53	72	34	225	Kind of planned counseling (individual or group) or frequency of planned counseling reported, counseling goals not described
17	13	10	14	54	Counseling focused primarily on vocational guidance and evaluation, or exploration
14	6	3	5	28	Counseling focused primarily on training goals
0	8	10	4	22	Counseling focused primarily on education goals
1	1	1	5	8	Counseling focused on both development of good work habits and choosing a goal
5	42	9	37	93	Counseling focused primarily on attitudes and motivation
3	3	2	2	10	Counseling focused primarily on combination of goals and attitudes
7	0	10	2	19	Counseling focused on skill training and educational goals
12	1	8	22	43	No report, not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	
					35. Planned percent of time in program spent in counseling
7.06	15.65	10.14	11.80	11.30	Mean
5.44	7.82	2.60	4.46	6.40	Standard deviation
99	113	98	85	395	Number
36	3	1	0	40	Less than 5%
24	1	3	12	40	5 - 9
25	51	91	55	222	10 - 14
7	7	1	4	19	15 - 19
7	44	1	12	64	20 - 24
0	7	1	2	10	25, or more
26	14	27	40	107	No report
125	127	125	125	502	Total
					36. Was enrollee's employability plan for counseling changed during the course of the enrollment?
20	31	15	11	77	Yes
95	96	105	103	399	No
10	0	5	11	26	No report, not applicable
125	127	125	125	502	Total
					37. Ways in which Employability Plan for counseling was changed: Goals
8	17	8	4	37	No change in goals
9	11	6	5	31	Change from long range to immediate goals
0	3	0	0	3	Change from immediate to long range goals
108	96	111	116	431	No report, not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	
					Changes in counseling: planned counseling time
11	10	6	5	32	No change in time
6	9	7	3	25	Counseling time increased
0	11	0	0	11	Counseling time decreased
108	97	112	117	434	No report, not applicable
125	127	125	125	502	Total
					38. Enrollee's participation in counseling
39	56	77	4	176	Individual counseling only
0	1	0	4	5	Group counseling only
83	69	47	115	314	Individual and group counseling
3	1	1	2	7	No report, not applicable
125	127	125	125	502	Total
					39. Observable attitudinal and/or behavioral changes in the enrollee
88	91	60	58	297	No observable changes
14	9	21	28	72	Problems became apparent or appeared to be worsening
11	15	25	16	67	Attitude and/or behavioral improbements observed
12	12	19	23	66	No report, not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	
					40. Counseling areas of greatest interest and concern to enrollee
78	70	48	40	236	Education
76	33	34	56	199	Skill training
41	75	40	34	190	Work assignment
50	50	55	51	206	Non-NYC employment
7	27	6	10	50	Health, hygiene
5	5	10	15	35	Personal appearance
6	22	20	22	70	Interpersonal relationships
47	22	40	40	149	Family and other personal problems
11	16	20	20	67	No report, not applicable
					41. Counselor's rating of enrollee's response to individual counseling (1-Uninterested, unreceptive; 5-Very interested, receptive)
3.65	3.56	3.55	3.20	3.50	Mean
0.80	1.06	0.92	0.98	0.96	Standard deviation
121	124	119	108	472	Number
1	5	2	6	14	1-Uninterested, unreceptive
7	15	12	15	49	2-
40	34	40	48	162	3-
58	46	48	29	181	4-
15	24	17	10	66	5-Very interested, receptive
4	3	6	17	30	No report, not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	
					42. Counselor's rating of enrollee's overall reaction toward group counseling (1-Uninterested, unreceptive; 5-Very interested, receptive)
3.48	3.63	3.38	2.99	3.32	Mean
0.67	1.01	0.72	0.97	0.91	Standard deviation
82	70	45	111	308	Number
0	4	0	8	12	1-Uninterested, unreceptive
4	4	4	23	35	2-
39	17	22	47	125	3-
35	34	17	28	114	4-
4	11	2	5	22	5-Very interested, receptive
43	57	80	14	194	No report, not applicable
125	127	125	125	502	Total
					43. Did enrollee have counseling needs that could not be met in NYC
10	12	29	15	66	Yes
110	113	89	100	412	No
5	2	7	10	24	No report
125	127	125	125	502	Total

46. Other Supportive Services

Employability Plan for enrollee with respect to other supportive services:

A	B	C	SL	ALL	
					Medical care
30	1	0	8	39	Medical care indicated but not described
35	5	2	35	77	Medical exam
0	3	3	5	11	Medical treatment, or exam and treatment
60	118	120	77	375	None indicated
125	127	125	125	502	Total
					Dental care, optical care
32	3	0	1	36	Dental care indicated but not described
5	0	1	0	6	Dental exam
2	2	1	0	5	Dental treatment, dental exam and treatment
0	9	2	5	16	Optical examination and/or eyeglasses indicated
0	4	0	0	4	Dental and optical care indicated
86	109	121	119	435	No dental or optical care indicated
125	127	125	125	502	Total

A	B	C	SL	ALL	
					Child care
46	1	7	2	56	Child care indicated
1	0	0	1	2	Child care refused
0	1	0	1	2	Child care needs not met by NYC
78	125	118	121	442	None indicated
125	127	125	125	502	Total
					Other Services
6	0	15	0	21	Transportation allowance
0	0	1	1	2	Driver's education
0	1	0	0	1	Speech therapy
0	3	0	1	4	Vocational rehabilitation
0	0	1	3	4	Special parent services (new life center, planned parenthood, adoption service)
16	1	0	0	17	Vocational evaluation, motivation group, group activities
102	122	108	120	452	No report, not applicable
125	127	125	125	502	Total
1	0	0	0	1	None

A	B	C	SL	ALL	
					Conditions at time of termination
					50. Was termination planned or unplanned?
81	78	76	92	327	Unplanned (premature)
42	49	47	29	167	Planned jointly by enrollee and NYC staff
2	0	2	4	8	No report
125	127	125	125	502	Total
					51. Conditions of premature termination
15	24	29	30	98	Enrollee received disciplinary termination by NYC
63	52	44	61	220	Enrollee separated self from program
1	2	3	1	7	Trouble with law; incarceration
1	0	0	0	1	Other institutionalization forced termination
1	0	0	0	1	Enrollee became ineligible
44	49	49	33	175	No report, not applicable
					52. Reasons for disciplinary termination (more than one reason given)
11	20	23	16	70	Unexplained or excessive absences
3	7	8	13	31	Misconduct
6	13	14	10	43	Lack of progress

A	B	C	SL	ALL	
					54. Situations or reasons associated with self-separation (more than one reason could be given)
10	13	5	2	30	Got a job
6	3	2	10	21	Family responsibilities prevented attendance
21	8	6	12	47	Health, pregnancy
10	21	14	25	70	Lack of interest
2	1	2	4	9	Personal difficulties with NYC personnel, including other enrollees
10	5	8	6	29	Moved
4	1	1	1	7	Returned to school
3	2	2	2	9	Entered armed forces
1	1	1	1	4	Other training program
0	3	2	2	7	Personal or family problems
4	6	4	4	18	Poor attitudes
0	0	2	0	2	Transportation problems
4	0	4	5	13	Unknown
					56. Planned exit was to be followed by:
18	37	19	8	82	Employment
6	6	14	6	32	School
9	7	10	6	32	Other training program (more than one plan indicated)
3	2	1	3	9	Military service
4	0	5	2	11	No immediate plans
4	0	1	3	8	Future plans unknown

A	B	C	SL	ALL	
					57. Impediments to employment at time of termination
13	3	5	2	23	Yes, impediments not described
26	36	17	16	95	Lack of preparation, education, skills
8	8	13	14	43	Attitude, attitude and other
6	13	6	12	37	Personal situation prevents employment
7	12	12	10	41	Lack of education only
4	0	2	1	7	Lack of skills only
61	55	70	70	256	None, none described
125	127	125	125	502	Total
					58. Kinds of help NYC gave (more than one reason could be given)
15	11	14	12	52	Took him to an interview
10	40	16	16	82	Made an appointment for him with an employer
29	26	25	27	107	Told him where he might be able to find a job
28	35	26	42	131	Told him how to look for a job
12	27	21	30	90	Helped him fill out application forms
8	19	22	22	71	Gave him practice in taking job qualification tests
57	55	55	39	190	Didn't help: enrollee not job-seeking or termination unexpected
3	22	15	8	48	Other: Bureau of Employment Services; enrollee found job on his own; enrollee placed on work site which hired him permanently

A	B	C	SL	ALL	
					Post-termination plans for enrollee
					59. Post-termination services planned for the enrollee:
50	19	33	72	174	Counseling with enrollee
5	4	9	2	20	Counseling with employer of enrollee
18	18	15	8	59	Re-enrollment in NYC
9	1	3	4	17	Other
51	88	69	42	250	No report, not applicable
					Number of counselors completing 07's
3	9	10	8	30	Completed 5 or fewer 07's
3	2	5	8	18	Completed 6-10 07's
4	1	3	4	12	Completed 11-15
2	4	0	0	6	Completed 16 or more 07's
12	16	18	20	66	Total counselors completing 07's
					Weeks between termination date and date 07 was completed
3.58	4.94	3.53	1.54	3.41	Mean
3.47	2.96	3.41	2.73	3.37	Standard deviation
121	127	106	121	475	Number

A	B	C	SL	ALL	Weeks between termination date and date 07 was completed (cont.)
34	7	29	79	149	Less than one week
26	25	26	17	94	One-two weeks
18	30	18	6	72	3-4 weeks
10	21	6	5	42	5-6 weeks
8	16	7	9	40	7-8 weeks
25	28	20	5	78	9 weeks or more
4	0	19	4	27	No report
125	127	125	125	502	Total

PART IX. FIRST FOLLOW-UP INTERVIEW
(MRP/NYC 08)

A	B	C	SL	ALL	
					Interviewing outcomes: first follow-up
95	110	108	84	397	08 completed
2	1	2	2	7	08A completed (self-report)
					Not interviewed: other activity report
10	3	4	12	29	Reported to be in armed forces
0	2	3	4	9	Reported to be in jail
1	0	1	3	5	Reported to be in job corps
					Not interviewed: other
0	0	0	1	1	Enrollee dead
0	3	1	1	5	Enrollee refused interview
10	3	3	14	30	Enrollee moved
7	5	3	4	19	Not interviewed, no other information
125	127	125	125	502	Total

A	B	C	SL	ALL	
					1. Months over 16 at time of interview
37.87	25.54	31.09	30.67	31.10	Mean
13.79	9.56	11.16	11.56	12.32	Standard deviation
97	111	110	86	404	Number
					Age at time of interview--summary in years
2	5	4	2	13	16 years
11	41	23	23	98	17
28	51	47	38	164	18
29	12	28	14	83	19
27	2	8	9	46	20, or more
97	111	110	86	404	Total interviewed
					2. Years in the neighborhood
3.67	6.40	6.92	5.77	5.75	Mean
4.21	6.08	6.52	5.73	5.86	Standard deviation
94	110	106	84	394	Number
12	8	13	11	44	Less than 6 months
55	52	40	36	183	1 - 4 years
16	16	17	18	67	5 - 8 years
6	10	10	5	31	9 - 12 years
2	9	8	5	24	13 - 16 years
3	15	17	9	44	17 - 20 years
0	0	1	0	1	21 - 24 years
3	1	4	2	10	No report, not applicable
97	111	110	86	404	Total interest

4. Years in the city

A	B	C	SL	ALL	
15.70	16.62	16.58	16.77	16.42	Mean
5.60	4.09	4.38	4.00	4.56	Standard deviation
94	110	106	83	394	Number
0	0	0	1	1	Less than 6 months
8	7	5	2	22	1 - 4 years
7	1	4	2	14	5 - 8 years
5	3	5	5	18	9 - 12 years
8	6	8	5	27	13 - 16 years
63	92	83	68	306	17 - 20 years
3	1	1	0	5	21 - 24 years
3	1	4	3	11	No report, not applicable
97	111	110	86	404	Total interviewed

6. Where did enrollee move from? (in city less than 10 years)

A	B	C	SL	ALL	
5	1	1	0	7	SMSA of site city
6	1	5	1	13	Outside of SMSA, but within state(s) of site SMSA
4	4	5	5	18	Outside of site SMSA's states
82	105	99	80	366	No report, not applicable
97	111	110	86	404	Total

A	B	C	SL	ALL	
					8. Kind of place moved from (in city less than 10 years)
3	2	2	2	9	In a large city (100,000 or more)
3	1	1	0	5	In the suburb of a large city
2	1	3	2	8	In a small city (under 100,000)
7	2	2	2	13	In a small town (10,000 or less)
0	0	3	0	3	In the country, but not on a farm
82	105	99	80	366	No report, not applicable
97	111	110	86	404	Total interviewed
					9. Principal adults in family to age 16
51	60	48	31	190	Both father and mother
0	1	4	0	5	Father and stepmother OR mother and stepfather
2	3	1	1	7	Father only
33	41	48	42	164	Mother only
2	0	1	1	4	Neither father no mother, but related couples
5	2	1	6	14	Neither father, nor mother; female relative only
0	3	4	2	9	Foster home, guardian
1	0	0	0	1	Institution
3	1	3	3	10	No report, not applicable
97	111	110	86	404	Total interviewed

A	B	C	SL	ALL	
					10. Occupation of principal adult
0	2	1	0	3	Professional or technical
9	4	10	6	29	Clerical or sales
34	20	24	14	92	Service
29	36	20	12	97	Trades, crafts
15	26	27	12	80	Unskilled
1	0	1	1	3	Farm and miscellaneous
9	23	27	41	100	No report, not applicable
97	111	110	86	404	Total
					11. Highest school grade completed by principal adult
9.15	8.73	9.33	10.28	9.33	Mean
3.23	3.04	2.70	1.89	2.82	Standard deviation
74	84	101	68	327	Number
7	6	2	1	16	Grade 3 or less
4	13	12	1	30	Grades 4 - 6
16	18	18	8	60	Grades 7 - 8
8	10	12	5	35	Grade 9
11	11	19	26	67	Grade 10
9	8	16	9	42	Grade 11
14	14	19	15	62	Grade 12
4	3	2	2	11	High school and additional schooling, but not college graduate
1	1	1	1	4	College graduate
23	27	9	18	77	No report, not applicable
97	111	110	86	404	Total interviewed

A	B	C	SL	ALL	
					12. Marital status of enrollee
28	9	9	5	51	Married, living with husband or wife
10	0	3	8	21	Separated
2	0	0	0	2	Divorced
57	102	98	73	330	Single, never married
97	111	110	86	404	Total interviewed
					14. Months married at time of interview
22.42	13.33	17.67	13.85	19.04	Mean
18.10	13.61	14.71	11.56	16.29	Standard deviation
40	9	12	13	74	Number
12	6	6	8	32	Less than 12 months
13	1	1	2	17	12 - 23 months
8	1	4	2	15	24 - 35 months
7	1	1	1	10	36 months or more
57	102	98	73	330	No report, not applicable
97	111	110	86	404	Total

A	B	C	SL	ALL	
					15. Family unit at time of interview
14	30	31	17	92	Both parents or step-parents; not living with spouse
1	3	3	1	8	Father or stepfather only; not living with spouse
18	50	30	45	143	Mother, or stepmother only; not living with spouse
22	5	7	4	38	Husband or wife only
26	6	23	10	65	Live alone (not dependent nor with dependents)
7	4	1	0	12	Spouse and other adults
7	10	11	7	35	Relatives other than parents step-parents or spouse
0	3	1	1	5	Foster home, guardians
2	0	3	0	5	Institution
0	0	0	1	1	No report
97	111	110	86	404	Total interviewed
					16. Number of children
0.95	0.46	0.54	0.68	0.65	Mean
0.86	0.60	0.80	0.81	0.79	Standard deviation
97	111	109	85	402	Number
32	66	67	44	209	None
43	39	29	27	138	One
18	6	9	12	45	Two
3	0	4	2	9	Three
1	0	0	0	1	Four
0	0	1	1	2	No report
97	111	110	86	404	Total interviewed

A	B	C	SL	ALL	
					Enrollee's age when first child was born
16.30	16.45	16.59	16.75	16.49	Mean
1.78	1.04	1.24	1.21	1.41	Standard deviation
64	44	41	40	189	Number
2	0	1	0	3	Less than 14
5	2	0	2	9	14
9	4	7	3	23	15
13	17	11	11	52	16
19	15	11	14	59	17
11	5	10	7	33	18
5	1	1	3	10	19 or 20
33	67	69	46	215	No report, not applicable
97	111	110	86	404	Total interviewed
					17. Number of children under si at time of interview
1.38	1.11	1.38	1.35	1.31	Mean
0.63	0.32	0.70	0.53	0.58	Standard deviation
64	44	42	40	190	Number
0	0	1	0	1	None
44	39	28	27	138	One
17	5	9	12	43	Two
2	0	4	1	7	Three
1	0	0	0	1	Four
33	67	68	46	214	No report, not applicable
97	111	110	86	404	Total interviewed

A	B	C	SL	ALL	
					18. Sources of support at time of interview
23	44	34	36	137	Parental earnings
1	25	17	14	57	Parental welfare
2	8	4	1	15	Parental other income
23	4	6	3	36	Spouse earnings
41	49	46	9	145	Own earnings
30	11	22	21	84	Own welfare
1	2	3	0	6	Social security
0	0	1	0	1	Disability pension
3	2	5	0	10	Relatives, including husband's family and baby's father
2	1	2	1	6	Friends
1	1	2	0	4	Jail provides support
0	0	1	1	2	Other
0	0	0	1	1	No report
					19. Major source of support
15	52	39	51	157	Parental income
22	4	6	4	36	Spouse income
29	41	36	6	112	Own earnings or allowance
24	10	20	21	75	Own welfare
1	0	0	0	1	Own unemployment compensation
6	4	8	3	21	Own other
0	0	1	1	2	No report
97	111	110	86	404	Total interviewed

A	B	C	SL*	ALL	
					20-45. Work Relevant attitudes
					20. If you try, you have a good chance of succeeding
1.22	1.18	1.10		1.16	Mean
0.51	0.47	0.31		0.51	Standard deviation
95	110	107		312	Number
77	93	96		269	1-Strongly agree
16	15	11		123	2-Somewhat agree
1	1	0		2	3-Somewhat disagree
1	1	0		2	4-Strongly disagree
2	1	3		8	No report
97	111	110		404	Total interviewed
					21. Most people want to help yo
1.99	1.79	1.84		1.87	Mean
0.75	0.65	0.78		0.66	Standard deviation
95	110	107		312	Number
22	34	37		96	1-Strongly agree
57	68	55		258	2-Somewhat agree
11	5	10		29	3-Somewhat disagree
5	3	5		13	4-Strongly disagree
2	1	3		8	No report
97	111	110		404	Total interviewed

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*St. Louis results have been excluded because of interviewer error.

A	B	C	SL	ALL	
					22. You have little influence over things that happen to you
2.67	2.71	2.66		2.68	Mean
1.02	1.09	0.93		0.94	Standard deviation
95	109	107		311	Number
12	18	10		41	1-Strongly agree
33	31	40		168	2-Somewhat agree
24	25	33		101	3-Somewhat disagree
26	35	24		85	4-Strongly disagree
2	2	3		9	No report
97	111	110		404	Total interviewed
					23. You do things you regret more often than most people
2.76	2.48	2.62		2.61	Mean
1.11	1.12	1.04		1.00	Standard deviation
95	108	107		310	Number
17	27	20		65	1-Strongly agree
21	29	26		104	2-Somewhat agree
25	25	36		140	3-Somewhat disagree
32	27	25		85	4-Strongly disagree
2	3	3		10	No report
97	111	110		404	Total interviewed

A	B	C	SL	ALL	
					24. You don't get much fun out of life
2.98	3.09	3.09		3.06	Mean
1.16	1.08	1.09		1.02	Standard deviation
95	109	107		311	Number
17	14	14		46	1-Strongly agree
13	16	16		76	2-Somewhat agree
20	25	23		120	3-Somewhat disagree
45	54	54		153	4-Strongly disagree
2	2	3		11	No report
97	111	110		404	Total interviewed
					25. Success is mainly a matter of luck; hard work doesn't help much
3.24	3.17	3.28		3.23	Mean
1.00	1.06	0.97		0.92	Standard deviation
95	109	107		311	Number
9	13	10		32	1-Strongly agree
11	14	9		42	2-Somewhat agree
23	24	29		151	3-Somewhat disagree
52	58	59		170	4-Strongly disagree
2	2	3		9	No report
97	111	110		404	Total interviewed

A	B	C	SL	ALL	
					26. You feel as capable and smart as most people
1.63	1.92	1.68		1.75	Mean
0.80	1.02	0.82		0.85	Standard deviation
95	109	107		311	Number
51	47	54		197	1-Strongly agree
31	38	37		141	2-Somewhat agree
10	10	12		36	3-Somewhat disagree
3	14	4		21	4-Strongly disagree
2	2	3		9	No report
97	111	110		404	Total interviewed
					27. The wise person lives for today and lets tomorrow take care of itself
2.45	2.32	2.47		2.41	Mean
1.19	1.25	1.14		1.09	Standard deviation
94	108	107		309	Number
30	42	31		104	1-Strongly agree
16	19	19		65	2-Somewhat agree
24	17	33		144	3-Somewhat disagree
24	30	24		80	4-Strongly disagree
3	3	3		11	No report
97	111	110		404	Total interviewed

A	B	C	SL	ALL	
					28. You would describe yourself as self-confident
1.77	1.83	1.87		1.83	Mean
0.87	0.88	0.85		0.81	Standard deviation
94	109	107		310	Number
43	44	40		164	1-Strongly agree
36	49	47		179	2-Somewhat agree
9	7	14		30	3-Somewhat disagree
6	9	6		21	4-Strongly disagree
3	2	3		10	No report
97	111	110		404	Total interviewed
					29. It is hard to get ahead with-breaking the law
2.94	2.88	2.89		2.90	Mean
1.13	1.14	1.17		1.04	Standard deviation
95	109	107		311	Number
14	19	20		54	1-Strongly agree
21	21	19		72	2-Somewhat agree
17	23	21		130	3-Somewhat disagree
43	46	47		139	4-Strongly disagree
2	2	3		0	No report
97	111	110		404	Total interviewed

A	B	C	SL	ALL	
					30. Most people cannot be trusted
2.23	2.02	2.31		2.18	Mean
1.03	0.99	1.12		0.99	Standard deviation
95	108	107		310	Number
28	38	36		104	1-Strongly agree
30	43	21		109	2-Somewhat agree
24	14	31		135	3-Somewhat disagree
13	13	19		46	4-Strongly disagree
2	3	3		10	No report
97	111	110		404	Total interviewed
					31. A high school education is worth the time and effort
1.29	1.46	1.42		1.39	Mean
0.62	0.84	0.81		0.74	Standard deviation
94	109	107		310	Number
74	79	79		261	1-Strongly agree
14	15	16		98	2-Somewhat agree
5	10	7		23	3-Somewhat disagree
1	5	5		12	4-Strongly disagree
3	2	3		10	No report
97	111	110		404	Total interviewed

A	B	C	SL	ALL	
					32. Most bosses have it in for you and give you a hard time
2.80	2.72	2.95		2.82	Mean
1.06	1.05	0.95		0.95	Standard deviation
95	109	107		311	Number
15	17	10		42	1-Strongly agree
19	29	20		71	2-Somewhat agree
31	31	42		163	3-Somewhat disagree
30	32	35		119	4-Strongly disagree
2	2	3		9	No report
97	111	110		404	Total interviewed
					33. Most work is dull and boring
2.76	2.52	2.76		2.68	Mean
1.01	1.01	1.03		0.93	Standard deviation
94	109	107		310	Number
14	19	14		48	1-Strongly agree
20	36	30		100	2-Somewhat agree
35	32	31		163	3-Somewhat disagree
25	22	32		83	4-Strongly disagree
3	2	3		10	No report
97	111	110		404	Total interviewed

A	B	C	SL	ALL	
					34. You are generally enthusiastic about new plans
1.49	1.51	1.45		1.48	Mean
0.65	0.68	0.65		0.65	Standard deviation
94	108	107		309	Number
55	62	66		187	1-Strongly agree
33	39	36		183	2-Somewhat agree
5	5	3		18	3-Somewhat disagree
1	2	2		5	4-Strongly disagree
3	3	3		11	No report
97	111	110		404	Total interviewed
					35. You believe most people look out for themselves
1.69	1.90	1.61		1.74	Mean
0.85	0.99	0.87		0.89	Standard deviation
95	109	107		311	Number
48	50	64		165	1-Strongly agree
33	29	26		134	2-Somewhat agree
9	21	12		77	3-Somewhat disagree
5	9	5		19	4-Strongly disagree
2	2	3		9	No report
97	111	110		404	Total interviewed

A	B	C	SL	ALL	
					36. You feel happy
1.99	1.98	2.02		2.00	Mean
0.89	0.91	0.94		0.83	Standard deviation
95	109	107		311	Number
35	44	40		122	1-Almost always
29	25	31		156	2-Usually
28	38	30		106	3-Sometimes
3	2	6		11	4-Almost never
2	2	3		9	No report
97	111	110		404	Total interviewed
					37. Teachers have had it in for you
3.24	2.99	3.12		3.11	Mean
0.82	0.86	0.87		0.85	Standard deviation
95	109	107		311	Number
3	9	8		21	1-Almost always
14	13	10		40	2-Usually
35	57	50		151	3-Sometimes
43	30	39		183	4-Almost never
2	2	3		9	No report
97	111	110		404	Total interviewed

A	B	C	SL	ALL	
					38. You feel that you are a failure
3.47	3.24	3.25		3.31	Mean
0.63	0.74	0.74		0.66	Standard deviation
95	109	107		311	Number
1	5	5		11	1-Almost always
4	5	4		16	2-Usually
39	58	57		234	3-Sometimes
51	41	41		134	4-Almost never
2	2	3		9	No report
97	111	110		404	Total interviewed
					39. You expect to do well in the things you try to do
1.44	1.74	1.51		1.57	Mean
0.65	0.77	0.65		0.70	Standard deviation
94	108	107		309	Number
61	49	61		174	1-Almost always
25	38	37		165	2-Usually
8	21	9		54	3-Sometimes
0	0	0		0	4-Almost never
3	3	3		11	No report
97	111	110		404	Total interviewed

A	B	C	SL	ALL	
					40. During your spare time, you have something you like to do
2.00	2.08	2.14		2.08	Mean
0.84	1.03	0.98		0.91	Standard deviation
94	109	106		309	Number
30	43	34		108	1-Almost always
37	24	33		130	2-Usually
24	32	29		131	3-Sometimes
3	10	10		24	4-Almost never
3	2	4		11	No report
97	111	110		404	Total interviewed
					41. You get even with people who wrong you
3.28	3.00	3.17		3.14	Mean
0.86	1.06	1.00		0.95	Standard deviation
95	108	107		310	Number
6	16	12		35	1-Almost always
7	12	10		33	2-Usually
36	36	33		114	3-Sometimes
46	44	52		212	4-Almost never
2	3	3		10	No report
97	111	110		404	Total interviewed

A	B	C	SL	ALL	
					42. What are your chances of becoming respected, law-abiding member of community?
1.87	2.00	1.90		1.93	Mean
0.63	0.79	0.63		0.63	Standard deviation
94	108	107		309	Number
22	23	23		68	1-Excellent
65	72	76		287	2-Reasonably good
4	3	4		21	3-Not very good
3	10	4		17	4-Very unlikely
3	3	3		11	No report
97	111	110		404	Total interviewed
					43. What are your chances of having a happy home life in the future?
1.76	1.76	1.80		1.77	Mean
0.70	0.71	0.65		0.64	Standard deviation
95	109	107		311	Number
34	39	34		109	1-Excellent
53	61	61		248	2-Reasonably good
5	5	11		30	3-Not very good
3	4	1		8	4-Very unlikely
2	2	3		9	No report
97	111	110		404	Total interviewed

A	B	C	SL	ALL	
					44. How lucky have you been so far?
1.97	2.00	2.12		2.04	Mean
0.80	0.78	0.82		0.74	Standard deviation
95	109	107		310	Number
28	28	21		77	1-Very lucky
46	58	61		235	2-Somewhat lucky
17	18	16		65	3-Somewhat unlucky
4	5	9		18	4-Unlucky
2	2	3		9	No report
97	111	110		404	Total interviewed
					45. How many enemies do you have?
2.98	3.11	3.05		3.05	Mean
0.96	1.07	0.97		0.96	Standard deviation
95	109	107		311	Number
8	12	10		30	1-A great many
20	21	17		60	2-Some
33	19	38		110	3-A few
34	57	42		195	4-Almost none
2	2	3		9	No report
97	111	110		404	Total interviewed

A	B	C	SL	ALL	
					46. Months in the NYC
12.25	9.12	10.94	8.77	10.29	Mean
9.00	6.49	8.10	7.39	7.87	Standard deviation
95	110	110	85	400	Number
21	29	21	25	96	0 - 3
18	21	24	23	86	4 - 6
7	14	14	14	49	7 - 9
4	13	8	1	26	10 - 12
8	14	11	1	34	13 - 15
7	9	10	5	31	16 - 18
9	3	6	7	25	19 - 21
12	5	9	9	35	22 - 24
9	2	7	0	18	25, or more
2	1	0	1	4	No report
97	111	110	86	404	Total interviewed
					Comparison of termination month reported by program and enrollee
40	54	60	30	184	No difference--Both report same termination month
14	17	6	7	44	Program reported earlier termination--by one month
8	6	7	6	27	--by more than one month
20	15	24	18	77	Program reported later termination--by one month
14	18	13	23	68	--by more than one month
1	1	0	2	4	No report, not applicable
97	111	110	86	404	Total interviewed

A	B	C	SL	ALL	
					Skill training
					48. First skill training: kind
5	3	10	6	24	Professional or technical
35	22	33	45	135	Clerical or sales
10	7	19	8	44	Service
9	22	10	8	49	Trades
38	57	38	19	152	Not applicable
97	111	110	86	404	Total interviewed
					49. Number of NYC skill training episodes reported
38	57	38	19	152	None
46	46	50	54	196	One
12	7	16	11	46	Two
0	1	5	2	8	Three
1	0	1	0	2	Four
97	111	110	86	404	Total interviewed
					Months in first NYC skill training
6.64	5.48	6.89	6.72	6.48	Mean
5.49	4.45	7.42	6.05	6.05	Standard deviation
56	54	71	61	242	Number
					Months in second NYC skill training
6.38	4.88	5.05	5.17	5.37	Mean
5.62	4.82	5.71	2.59	4.92	Standard deviation
13	8	21	12	54	Number

A	B	C	SL	ALL	
					50. Number of skill training episodes completed
26	32	42	56	156	None
26	20	25	8	79	One
5	2	2	1	10	Two
0	0	0	0	0	Three
1	0	0	0	1	Four
39	57	41	21	158	No report, not applicable
97	111	110	86	404	Total interviewed
					Education
					52. Participation and progress in NYC education
32	31	43	13	119	No participation in education
					Participation --
13	56	28	45	142	No progress
11	0	1	5	17	High school diploma
8	3	6	9	26	GED, 12th grade, but not diploma
8	6	3	0	17	Ready to take GED but did not do so; took GED but failed
2	0	7	2	11	11th grade
1	0	1	0	2	10th grade
0	5	0	0	5	9th grade or a lower grade
15	8	16	5	44	Other progress
7	2	5	7	21	No report
97	111	110	86	404	Total interviewed

A	B	C	SL	ALL	
					Work experience
					54. Kind of work, last NYC job
36	41	23	47	147	Clerical
1	5	12	5	23	Technical
5	4	15	3	27	Health services
14	6	12	0	32	Child care
4	8	4	9	25	Crafts and trades
2	12	8	3	25	Food or laundry services
3	23	10	3	39	Maintenance
32	12	26	16	86	No report, not applicable
97	111	110	86	404	Total interviewed
					55. Number of NYC work experience assignments
0.98	1.34	1.16	1.27	1.19	Mean
0.85	0.76	0.92	0.71	0.83	Standard deviation
95	108	106	74	383	Number
31	10	27	7	75	No work experience participation
39	60	45	47	191	Work experience participation--one assignment
21	29	24	16	90	Two assignments
4	9	10	5	28	Three, or more assignments
2	3	4	11	20	No report
97	111	110	86	404	Total interviewed

A	B	C	SL	ALL	57. Rating of NYC job supervision
1.76	1.95	1.99	2.15	1.96	Mean
0.93	1.08	1.01	1.08	1.03	Standard deviation
63	97	79	67	306	Number
32	42	33	25	132	1-Very good
17	31	20	14	82	2-Pretty good
12	15	21	23	71	3-About average
1	5	4	3	13	4-Not too good
1	4	1	2	8	5-Poor
34	14	31	19	98	No report, not applicable
97	111	110	86	404	Total interviewed

Counseling

A	B	C	SL	ALL	59. How often did you see your NYC counselor?
41	35	23	58	157	More than once a week
36	27	24	25	112	About once a week
13	41	31	1	86	Two or three times a month
1	1	13	0	15	About once a month
3	5	13	0	21	Less than once a month
0	0	3	0	3	Not at all
3	2	3	2	10	No report
97	111	110	86	404	Total interviewed

A	B	C	SL	ALL	
					60. Topics discussed with counselor
36	53	39	68	196	Work assignment
32	61	46	46	185	Problems on job
30	27	27	32	116	Skill training
35	40	50	40	165	Education
3	16	10	21	50	Health problems
33	24	24	18	99	Family, other personal problems
15	38	18	15	86	Employment outside NYC
13	19	19	12	63	Individual Employability Plan
0	13	2	4	19	Didn't talk about anything
4	3	1	1	9	NYC participation in general
5	7	3	0	15	Other
4	2	5	2	13	No report
					Number of topics discussed with counselor
1	13	1	4	19	None
31	28	28	32	119	One
37	23	36	12	108	Two
18	27	37	11	93	Three - Four
7	18	2	25	52	Five, or more
3	2	6	2	13	No report, not applicable
97	111	110	86	404	Total interviewed

A	B	C	SL	ALL	
					61. Overall usefulness of NYC experience
1.73	1.80	1.97	2.94	2.07	Mean
1.14	1.04	1.12	1.62	1.31	Standard deviation
96	109	110	86	401	Number
61	60	51	24	196	1-Very useful
13	22	26	18	79	2-Fairly useful
13	17	22	11	63	3-Of some use
5	9	7	7	28	4-Very little use
4	1	4	26	35	5-No use at all
1	2	0	0	3	No report, not applicable
97	111	110	86	404	Total interviewed
					62. Reasons for usefulness rating
					NYC utility expressed
41	58	54	21	174	Career, specific mention of vocational usefulness--job, training
11	10	9	7	37	Education, specific mention
24	17	23	16	80	General opportunity, personal development or enjoyment
3	4	5	0	12	Expressed ambivalence about over-all usefulness

A	B	C	SL	ALL	
					Reasons for usefulness rating (cont.)
					Lack of utility expressed
3	6	5	10	24	Career, vocational, job useless of unwanted
0	2	1	0	3	Educational component, useless or unwanted
2	2	3	20	27	Lack of interest, lack of personal or general utility
0	0	2	1	3	Critical of NYC staff (counselors or supervisors)
7	9	4	4	24	Expressed own fault for lack of utility
6	3	4	7	20	No report, not applicable
97	111	110	86	404	Total interviewed

A	B	C	SL	ALL	
					63. Useful aspects of NYC experience
31	47	32	9	119	Help in getting job after NYC
19	38	15	6	78	Help from work supervisor
38	40	30	8	116	Help from counselor
46	52	55	26	179	Learning to get along better with other people
21	52	45	15	133	Learning to work for a boss
54	71	65	17	207	Learning good work habits
49	74	72	14	209	Earning money
54	64	67	17	202	Getting job skills
47	48	29	13	137	Continuing education
28	59	37	7	131	Having an interesting job
0	1	2	32	35	Nothing useful
0	2	0	0	2	No report
					Number of circled options (NYC usefulness)
0	1	2	33	36	None
10	6	9	23	48	One
18	17	11	14	60	Two
20	18	25	3	66	Three
20	13	23	5	61	Four
6	14	13	5	38	Five
6	8	10	0	24	Six
8	8	11	1	28	Seven
5	4	3	0	12	Eight
1	7	1	0	9	Nine
3	13	2	2	20	Ten - Fourteen
0	2	0	0	2	No report, not applicable
97	111	110	86	404	Total

A	B	C	SL	ALL	64. Most useful aspect of NYC experience
3	13	10	5	31	Help in getting a job after NYC
0	2	4	0	6	Help from work supervisor
7	1	3	1	12	Help from counselor
10	9	13	9	41	Learning to get along better with other people
1	6	5	1	13	Learning to work for a boss
16	15	18	7	56	Learning good work habits
18	28	22	9	77	Earning money, having an interesting job
22	25	25	9	81	Getting job skills, being trained to do a certain job
20	9	8	12	49	Continuing education
0	3	2	33	38	No report, not applicable
97	111	110	86	404	Total interviewed
					66. No longer in NYC, did enrollee complete Individual Employability Plan?
31	21	19	14	85	Yes
63	86	85	70	304	No
3	4	6	2	15	No report, not applicable
97	111	110	86	404	Total interviewed

A	B	C	SL	ALL	67. Reasons for leaving NYC before completion of Individual Employability Plan
20	21	17	2	60	Had to earn more money
2	6	12	5	25	Returned to full-time school or entered another training program
3	12	9	8	32	Not satisfied with part or or all of the NYC program
8	12	10	8	38	Lost interest or got tired of it
19	7	14	19	59	Sick, in the hospital, or pregnant
0	1	0	1	2	Went into military service
1	3	4	4	12	In jail
2	15	6	13	36	Put out of program by counselor
8	8	14	9	39	Other
34	26	24	17	101	No report, not applicable
97	111	110	86	404	Total

A	B	C	SL	ALL	68. NYC help in getting a job
28	32	23	6	89	Took enrollee to interview with an employer
17	44	21	8	90	Made appointment for enrollee with an employer
19	21	20	8	68	Told enrollee where he might find a job
18	16	30	7	71	Told enrollee how to look for a job
15	22	34	5	76	Helped enrollee fill out application forms
12	18	33	3	66	Gave enrollee practice in taking job qualification tests
24	24	25	61	134	No help
					Other
0	1	1	[illegible]	3	Got enrollee a job
1	0	1	0	2	Got into another training program or into school
1	0	2	0	3	Other preparation and training
1	1	0	0	2	Enrollee did not need help
7	7	8	4	26	No report, not applicable

A	B	C	SL	ALL	
					Number of ways in which NYC helped in getting a job
25	25	27	61	138	None
28	35	22	13	98	One
30	24	26	6	86	Two
4	13	18	0	35	Three
3	4	8	0	15	Four
0	3	1	2	6	Five, or more
7	7	8	4	26	No report, not applicable
97	111	110	86	404	Total interviewed
					69. Best liked aspects of NYC experience
2	9	3	4	18	Liked nothing about the NYC
28	27	39	16	110	Career- vocational value, help with employment, job skills, experience, opportunity
5	32	17	26	80	NYC work
10	10	20	2	42	NYC conditions--pay, hours, co-workers, supervision
16	12	3	7	38	NYC education
8	3	3	3	17	NYC counseling
11	6	7	10	34	Opportunity for self-improvement or enrichment
6	4	9	1	20	Only money
5	3	1	9	18	Liked everything, nothing specific
2	1	4	2	9	Ambivalent
4	4	4	6	18	No report, not applicable
97	111	110	86	404	Total

A	B	C	SL	ALL	
					70. Disliked aspects of NYC experience
51	45	40	41	177	Disliked nothing about the NYC
9	6	7	5	27	Not vocationally advantageous
5	5	5	5	20	Work assignment or conditions of work assignment
3	21	22	5	51	NYC as source of income
3	13	6	7	29	NYC education component
8	7	5	11	31	NYC counseling and supervision
1	1	3	4	9	Disliked everything, nothing specific
9	5	6	1	21	NYC organization--program characteristics or policies
6	7	8	2	23	Problem with other enrollees or counselor
0	0	5	3	8	Other
2	1	3	2	8	No report, not applicable
97	111	110	86	404	Total interviewed

A	B	C	SL	ALL	
					71. What is there about the NYC that might make a person want to get into it?
0	5	3	1	9	Nothing
24	31	46	27	128	Career--skill training, help in employment
3	7	2	6	18	NYC work--work assignment or conditions of work assignment
5	8	11	0	24	NYC as source of income
7	7	11	2	27	Both as source of income and training
14	10	5	5	34	Education specifically mentioned
14	18	15	10	57	Both educational and vocational values
16	15	7	16	54	Opportunity in general, self improvement
6	6	4	3	19	Program characteristics, staff
0	0	3	1	4	Expressed reservations
8	4	3	15	30	No report
97	111	110	86	404	Total interviewed

72. What is there about the NYC that might make a person not want to get into it?

A	B	C	SL	ALL	
45	52	43	14	154	Nothing
2	6	2	5	15	Not vocationally advantageous
2	4	2	1	9	NYC work or conditions of work assignment
15	23	16	6	60	NYC as source of income
4	3	6	4	17	NYC staff, counselors, work supervisors
7	4	8	2	21	Lack of interest or motivation on the part of potential enrollee
0	1	3	0	4	Generally poor impressions or no favorable comments
3	3	6	2	14	NYC policies or program characteristics
2	6	5	6	19	Education component
1	1	8	1	11	Other difficult aspects (expense of transportation)
16	8	11	45	80	No report
97	111	110	86	404	Total interviewed

A	B	C	SL	ALL	
				73.	Current activity at time of interview (can be more than 1 activity)
3	3	2	0	8	In the NYC
30	33	29	5	97	Working full-time
5	1	7	4	17	Working part-time
1	0	3	0	4	Have job, but not at work
26	45	43	57	171	Not working, but looking for work
4	14	9	11	38	Not working, not looking for work
10	4	4	4	22	Unable to work
0	0	2	0	2	In the military service
1	1	3	0	5	In jail
4	7	3	0	14	In the Job Corps or other training program
8	5	9	2	24	In school part-time
6	4	6	3	19	In school full-time
					Other
0	1	0	0	1	Doing volunteer work at summer camp
1	2	1	0	4	Going back to school
0	1	0	0	1	Out of jail--waiting to see if sentenced
1	1	0	0	2	Waiting to be accepted in Job Corps or MDTA
2	0	0	0	2	Waiting to get back into NYC
4	1	0	0	5	Waiting to go into service
4	0	1	0	5	Mother and housewife
1	0	0	0	1	Confined to halfway house for addicts
111	123	122	86	442	Total

A	B	C	SL	ALL	
					74. Did you do any work at all last week?
36	38	35	11	120	Yes
56	68	70	72	266	No
5	5	5	3	18	No report, not applicable
97	111	110	86	404	Total interviewed
					75. Even though you didn't work last week, did you have a job?
1	2	8	1	12	Yes
55	66	61	71	253	No
41	43	41	14	139	No report, not applicable
97	111	110	86	404	Total interviewed
					76. Were you looking for work last week?
21	43	33	47	144	Yes
34	22	28	24	108	No
42	46	49	15	152	No report, not applicable
97	111	110	86	404	Total

A	B	C	SL	ALL	
					77. What were you doing to find work?
1	3	1	1	6	Checked with school employment service
6	20	16	38	80	Checked with State Employment Service
3	4	2	13	22	Checked with private employment agency
15	21	15	25	76	Checked with employer directly
7	22	16	8	53	Answered ads
4	14	11	5	34	Checked with friends or relatives
0	4	1	0	5	Checked with NYC office
0	1	0	2	3	Checked with Urban League
1	0	0	0	1	Taking military exam
0	2	0	0	2	Miscellaneous
76	68	77	38	259	No report, not applicable
					Number of job-hunting activities in past week
9	14	12	17	52	One
8	17	14	23	62	Two
4	7	6	5	22	Three
0	5	1	3	9	Four - six
76	68	77	38	259	No report, not applicable
97	111	110	86	404	Total interviewed

A	B	C	SL	ALL	
					78. Reasons for not looking for work last week
5	2	5	1	13	In school or a work-training program
11	7	6	6	30	Sick, in hospital, or pregnant
0	0	1	0	1	Waiting to be called into military service
12	2	8	5	27	Homemaker caring for family and too busy at home
1	2	2	2	7	Believes no work available
1	4	3	9	17	Doesn't want to work at this time
2	3	2	0	7	In jail
0	2	0	0	2	Transportation problems
1	1	0	0	2	Waiting to get back into NY
1	0	0	0	1	Got tired of looking
63	88	83	63	297	No report, not applicable
97	111	110	86	404	Total interviewed
					80. Number of jobs since NYC
31	40	47	67	185	None
39	45	40	12	136	One
13	17	13	5	48	Two
8	3	2	1	14	Three
3	1	6	0	10	Four, or more
3	5	2	1	11	No report, not applicable
97	111	110	86	404	Total interviewed

A	B	C	SL	ALL	
					Post NYC employment--first job
					82. Kind of work, 1st post-NYC job
2	0	3	1	6	Professional or technical
26	12	18	5	61	Clerical or sales
17	22	22	9	70	Service
13	29	14	4	60	Trades
3	3	3	0	9	Miscellaneous
36	45	50	67	198	No report, not applicable
97	111	110	86	404	Total interviewed
					83. 1st NYC job: hours per week
39.97	38.82	38.76	36.44	38.93	Mean
11.74	7.91	10.29	6.38	9.79	Standard deviation
60	62	59	19	200	Number
9	8	11	5	33	Less than 35
46	49	42	14	151	35 - 48
5	5	6	0	16	49, or more
37	49	51	67	204	No report, not applicable
97	111	110	86	404	Total interviewed

A	B	C	SL	ALL	
					84. Highest hourly earnings, first post-NYC job
2.13	1.99	1.95	1.75	2.00	Mean
61.58	46.65	67.65	60.96	59.63	Standard deviation
60	64	58	19	201	Number
1	0	3	2	6	Less than $1.00
4	4	5	1	14	$1.00 - 1.39
13	21	11	5	50	$1.40 - 1.74
3	11	11	4	29	$1.75 - 1.99
24	17	19	5	65	$2.00 - 2.49
8	9	6	1	24	$2.50 - 2.99
7	2	3	1	13	$3.00, or more
37	47	52	67	203	No report, not applicable
97	111	110	86	404	Total interviewed
					85. How was first post-NYC job found?
4	1	3	1	9	State employment service
2	2	0	1	5	Private employment agency
27	22	23	6	78	Friends or relatives
1	0	1	0	2	School (school personnel)
1	0	0	0	1	Previous employer (solicited by employer)
5	5	5	2	17	Ads
7	29	16	4	56	NYC
12	6	10	4	32	Went to place of employment and asked about a job
2	1	2	0	5	Training programs other than NYC
1	0	0	1	2	Other
35	45	50	67	197	No report, not applicable
97	111	110	86	404	Total interviewed

A	B	C	SL	ALL	
					86. Half-months in first post-NYC job
7.98	3.90	6.39	6.44	6.03	Mean
7.56	3.15	8.11	5.59	6.64	Standard deviation
54	63	59	17	193	Number
					Months in first post-NYC job
17	29	23	5	74	One month or less
13	21	20	5	59	2 - 3 months
8	10	5	4	27	4 - 5 months
5	3	3	0	11	6 months
9	0	6	3	18	7 - 12 months
2	0	0	0	2	13 - 18 months
0	0	2	0	2	19 months or more
43	48	51	69	211	No report, not applicable
97	111	0	86	404	Total interviewed
					87. Still employed in first post-NYC job?
19	19	24	6	68	Yes
44	46	37	13	140	No
34	46	49	67	196	No report, not applicable
97	111	110	86	404	Total interviewed

A	B	C	SL	ALL	
					89. Main reason no longer have first post-NYC job
4	8	3	1	16	Fired
2	4	5	1	12	Returned to school or entered training program
3	0	2	0	5	Pregnant
2	1	2	1	6	Moved
0	1	2	0	3	In jail
1	3	0	0	4	Sick or in hospital
1	0	0	0	1	Entered military service
5	4	9	3	21	Job ended
22	20	11	5	58	Dissatisfaction with, or disinterest in job
2	5	2	2	11	Other personal reasons
55	65	74	73	267	No report, not applicable
97	111	110	86	404	Total interviewed
					92. Kind of work, most recent post-NYC job
2	0	0	0	2	Professional or technical
6	1	5	0	12	Clerical or sales
5	8	7	5	25	Service
8	10	4	2	24	Trades
1	0	4	0	5	Miscellaneous
75	92	90	79	336	No report, not applicable
97	111	110	86	404	Total interviewed

A	B	C	SL	ALL	
					93. Most recent post-NYC job: Hours per week
37.05	39.89	36.85	40.00	38.05	Mean
11.94	4.76	10.29	0.00	9.17	Standard deviation
21	18	20	6	65	Number
8	1	5	0	14	Less than 35 hours
12	16	14	6	48	35 - 48 hours
2	1	1	0	4	49, or more
75	93	90	80	338	No report, not applicable
97	111	110	86	404	Total interviewed
					94. Highest hourly earnings, most recent post-NYC job
2.34	2.20	2.00	1.70	2.13	Mean
72.21	89.51	55.55	63.54	73.99	Standard deviation
19	19	18	6	62	Number
0	0	1	1	2	Less than $1.00
2	2	0	1	5	$1.00 - 1.39
3	6	4	1	14	$1.40 - 1.74
2	0	4	1	7	$1.75 - 1.99
3	4	6	1	14	$2.00 - 2.49
6	5	1	1	13	$2.50 - 2.99
3	2	2	0	7	$3.00 or more
78	92	92	80	342	No report, not applicable
97	111	110	86	404	Total interviewed

A	B	C	SL	ALL	
					95. How was most recent post-NYC job found?
3	1	0	0	4	State employment service
1	0	0	2	3	Private employment agency
9	9	12	2	32	Friends or relatives
0	0	1	1	2	School
1	0	0	0	1	Previous employer
1	3	2	0	6	Ads
0	4	0	0	4	NYC
4	2	3	1	10	Went to place of employment and asked about a job
0	0	0	1	1	Training programs other than NYC
1	0	0	0	1	Other
77	92	92	79	340	No report, not applicable
97	111	110	86	404	Total interviewed
					96. Half-months in most recent post-NYC job
5.30	3.37	3.45	3.14	3.95	Mean
4.77	3.22	4.11	3.24	4.03	Standard deviation
20	19	20	7	66	Number
					Months in most recent post-NYC job
9	11	10	5	35	1 month or less
5	4	6	1	16	2 - 3 months
2	4	3	1	10	4 - 5 months
1	0	0	0	1	6 months
3	0	1	0	4	7 - 9 months
77	92	90	79	338	No report, not applicable
97	111	110	86	404	Total

A	B	C	SL	ALL	
					97. Still employed in most recent post-NYC job?
17	10	14	2	43	Yes
6	11	7	5	29	No
74	90	89	79	332	No report, not applicable
97	111	110	86	404	Total interviewed
					99. Main reason no longer have most recent post-NYC job
0	1	1	0	2	Fired
1	0	0	0	1	In jail
1	0	0	0	1	Sick or in hospital
2	1	1	1	5	Job ended
3	7	3	4	17	Dissatisfaction with, or disinterest in job
0	1	1	0	2	Other
90	101	104	81	376	No report, not applicable
97	111	110	86	404	Total

A	B	C	SL	ALL	
					Post-NYC employment at time of interview--current job
					Kind of work, current job
4	0	2	1	7	Professional, technical
10	2	13	1	26	Clerical or sales
7	11	13	3	34	Service
12	16	8	2	38	Crafts and trades
2	0	1	0	3	Miscellaneous
62	82	73	79	296	No report, not applicable
97	111	110	86	404	Total
					Hours per week, current job
39.15	40.72	38.89	35.71	39.26	Mean
10.31	4.36	10.18	7.87	8.85	Standard deviation
34	29	37	7	107	Number
7	0	6	2	15	Less than 35 hours
26	27	28	6	87	35 - 48 hours
2	2	3	0	7	49, or more
62	82	73	78	295	No report, not applicable
97	111	110	86	404	Total
					Highest hourly earnings, current job
2.51	2.21	2.04	1,89	2.22	Mean
65.58	78.20	63.16	82.99	71.85	Standard deviation
31	29	35	7	102	Number

A	B	C	SL	ALL	
					100. Half-months working full-time
6.41	2.65	4.28	1.44	3.73	Mean
9.93	3.52	7.83	4.06	7.07	Standard deviation
90	104	105	82	381	Number
					Half-months working part-time
1.08	0.33	1.01	0.17	0.66	Mean
3.35	1.40	3.12	0.83	2.47	Standard deviation
89	104	105	82	380	Number
					Half-months in job but not at work
0.10	0.01	0.04	0.01	0.04	Mean
0.60	0.10	0.24	0.11	0.33	Standard deviation
90	104	105	82	381	Number
					Half-months not working, looking for work
2.75	2.50	4.50	8.25	4.35	Mean
4.63	3.57	5.62	6.93	5.67	Standard deviation
87	103	105	81	376	Number
					Half-months not working, not looking for work
2.04	1.67	1.17	2.48	1.79	Mean
5.82	2.99	3.24	5.20	4.38	Standard deviation
89	103	105	81	378	Number
					Half-months unable to work
1.16	0.08	0.87	0.47	0.64	Mean
2.85	0.39	3.15	1.74	2.34	Standard deviation
90	103	105	81	379	Number
					Half-months in military
0.20	0.00	0.30	0.04	0.14	Mean
1.89	0.00	2.22	0.33	1.49	Standard deviation
91	105	105	82	383	Number

A	B	C	SL	ALL	
					Half-months in jail
0.29	0.26	0.60	0.30	0.37	Mean
1.84	1.08	2.92	1.90	2.06	Standard deviation
91	103	105	81	380	Number
					Half-months in job corps or training program
0.64	0.30	0.26	0.15	0.34	Mean
3.05	1.35	1.59	1.33	1.95	Standard deviation
91	103	105	81	380	Number
					Half-months in school part-time
0.11	0.17	0.21	0.30	0.19	Mean
0.67	1.05	1.96	1.87	1.48	Standard deviation
91	103	105	81	380	Number
					Half-months in school full-time
0.81	0.29	0.67	0.14	0.49	Mean
4.17	1.27	2.67	1.12	2.61	Standard deviation
90	103	105	81	379	Number
					Half-months in NYC
0.00	0.00	0.14	0.00	0.04	Mean
0.00	0.00	1.37	0.00	0.72	Standard deviation
91	105	105	82	383	Number
10	29	12	0	51	0 - 3 months
16	69	54	40	179	4 - 6 months
36	3	13	28	80	7 - 9 months
13	4	15	11	43	10 - 12 months
14	0	11	2	27	13, or more
8	6	5	5	24	No report, not applicable

A	B	C	SL	ALL	
					Half-months in other activities
1.18	0.17	0.14	0.37	0.44	Mean
3.22	1.07	0.67	1.75	1.92	Standard deviation
90	103	105	82	380	Number
					Total half-months in record
17.09	8.63	14.06	14.20	13.30	Mean
10.43	3.50	9.79	4.58	8.31	Standard deviation
89	105	105	81	380	Number
					Activity in first half-month after NYC
					In civilian labor force
25	27	21	7	80	Working full-time
6	6	6	0	18	Working part-time
20	34	43	45	142	Not working, looking
					Not in civilian labor force
21	28	13	14	76	Not working, not looking
8	3	8	9	28	Not working, unable to work
1	4	3	3	11	In jail
7	3	10	4	24	School or training
2	0	1	0	3	Other
7	6	5	4	22	No report, not applicable
97	111	110	86	404	Total interviewed

A	B	C	SL	ALL	Consecutive half-months of unemployment after NYC
4	8	9	0	21	One
5	7	4	0	16	Two
0	1	5	0	6	Three
3	1	3	3	10	Four
1	2	1	1	5	Five
1	3	4	1	9	Six
0	2	2	3	7	Seven
0	3	3	1	7	Eight
6	6	12	36	60	Nine
77	78	67	41	263	No report, not applicable
97	111	110	86	404	Total interviewed
					Currently unemployed, consecutive half-months of unemployment
6	10	8	4	28	One
4	6	3	0	13	Two
5	2	2	1	10	Three
1	3	2	2	8	Four
2	4	3	0	9	Five
0	3	4	1	8	Six
1	1	0	5	7	Seven
0	1	3	4	8	Eight
6	5	14	35	60	Nine
72	76	71	34	253	No report, not applicable

A	B	C	SL	ALL	
				101.	Preparation and training needed for desired work
12	12	10	4	38	No preparation. Ready to do the job well right now.
13	23	11	6	53	Just need to have somebody show me what to do.
9	15	8	9	41	Just a few hours of training on the first day
10	21	15	28	74	A couple of weeks of training and practice
16	19	30	23	88	Several months of on-the-job training and experience
6	7	11	1	25	Some years of experience on the job
26	12	22	6	66	Several years of special study and training in college
5	2	3	9	19	No report, not applicable
97	111	110	86	404	Total interviewed
				102.	10-year occupational goal
10	14	3	9	36	No occupational goal, no definite occupational goal
28	13	30	17	88	Professional, technical
29	18	25	29	101	Clerical or sales
19	20	25	17	81	Service
6	43	17	18	84	Trades
2	2	4	1	9	Miscellaneous
3	1	0	1	5	No report, not applicable
97	111	104	92	404	Total interviewed

A	B	C	SL	ALL	
					103. Impediments to 10-year goal achievement
58	49	56	32	195	Nothing
2	0	3	1	6	Lack of jobs
4	2	1	0	7	Family problems
0	0	1	0	1	Military service
2	0	3	0	5	Police record
12	28	25	45	110	Lack of education or training, inability to pass entrance tests
2	2	1	0	5	Health or physical condition
5	2	7	1	15	Lack of money for education
0	12	2	0	14	Other
12	16	11	7	46	No report, not applicable
97	111	110	86	404	Total interviewed
					104. Rating of chances of goal achievement
1.93	2.13	2.03	2.22	2.08	Mean
0.94	0.90	0.87	0.80	0.88	Standard deviation
87	97	103	81	368	Number
33	25	28	18	104	1-Very good
35	42	53	29	159	2-Fairly good
11	22	13	33	79	3-Not so good
8	8	9	1	26	4-Unlikely
10	14	7	5	36	No report, not applicable
97	111	110	86	404	Total interviewed

A	B	C	SL	ALL	
					105. Impediments to goal achievement
9	12	17	7	45	Lack of jobs
3	6	6	5	20	Discrimination
9	3	9	0	21	Family problems
1	6	2	0	9	Military service
3	8	11	1	23	Police record
30	66	48	61	205	Lack of education or training
5	3	7	0	15	Health or physical condition
5	19	8	0	32	Transportation problems
4	3	1	1	9	Other
					Number of impediments to goal achievement
0.80	1.30	1.09	0.92	1.04	Mean
0.84	0.82	0.88	0.53	0.81	Standard deviation
85	97	100	79	361	Number
33	14	25	12	84	None
41	47	48	62	198	One
8	30	22	2	62	Two
1	5	3	2	11	Three
2	1	2	0	5	Four
12	14	10	8	44	No report, not applicable
97	111	110	86	404	Total interviewed

A	B	C	SL	ALL	
					106. Locaters and relationship to subject
1	0	3	0	4	Parent or grandparent named first, no second name given
6	0	0	1	7	Parent or grandparent named first, spouse named second
56	80	75	43	254	Parent or grandparent named first, other relative named second
16	25	17	14	72	Parent or grandparent named first, non-relative named second
0	0	0	1	1	Guardian named first, no second name given
1	2	3	2	8	Guardian named first, other relative named second
1	1	1	1	4	Guardian named first, non-relative named second
11	1	6	14	32	Spouse or other relative named first, spouse and non-relative named second
1	0	2	6	9	Non-relative locater only named
4	2	3	4	13	No report
97	111	110	86	404	Total interviewed

A	B	C	SL	ALL	113. Interviewer's observation of employability handicaps
77	94	88	82	341	No observable employability handicaps
6	4	9	0	19	Attitude and appearance
6	6	4	0	16	Physical characteristics or condition
4	4	5	0	13	Cognition and/or communication
0	0	0	1	1	Other personal characteristics, plus other restrictions
4	3	4	3	14	No report,
97	111	110	86	404	Total interviewed

PART X. EMPLOYEE WORK PERFORMANCE FORM
(MRP/NYC 09)

A	B	C	SL	ALL	
					Was the EWP mailed?
58	59	36	15	168	Yes
67	68	89	110	334	No
125	127	125	125	502	Total
					Results of the EWP mailing
24	31	26	6	87	EWP completed and returned on first mailing
13	7	2	3	25	EWP completed and returned on second or third mailing
5	2	3	2	12	EWP returned by PO (not deliverable)
12	14	3	4	33	EWP no returned by PO (presumed to have been delivered)
1	0	0	0	1	Employer no longer in business
2	2	2	0	6	Returned, employee unknown to employer
68	71	89	110	338	Not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	
					3. What did employee do?
4	0	2	1	7	Professional, technical and managerial
12	6	8	1	27	Clerical and sales
6	12	9	5	32	Service
3	4	4	0	11	Trades
10	16	5	1	32	Unskilled
2	4	0	0	6	No report
88	85	97	117	387	Not applicable
125	127	125	125	502	Total
					4. Period of employment: days employed
177.33	73.82	144.62	165.00	129.11	Mean
154.10	89.33	152.72	208.34	142.43	Standard deviation
30	38	26	7	101	Number
					Period of employment: months employed
4	18	9	2	33	One month or less
3	7	4	1	15	Two months
6	5	1	1	13	Three months
6	5	4	1	16	Four-six months
10	3	8	2	23	Seven months or more
7	4	2	1	14	No report
89	85	97	117	388	Not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	
					5. Hours worked per week
39.58	38.62	37.57	37.88	38.58	Mean
8.29	5.40	7.50	20.40	8.67	Standard deviation
33	34	28	8	103	Number
					Hours worked per week, summary
4	3	4	3	14	34 hours, or less
28	31	23	4	86	35 - 48 hours
1	0	1	1	3	49 hours or more
4	8	0	0	12	No report
88	85	97	117	387	Not applicable
125	127	125	125	502	Total
					6. Highest hourly pay
$2.20	2.11	2.18	2.49	2.19	Mean
.53	.47	.40	1.65	.63	Standard deviation
32	36	26	8	102	Number
					Highest hourly pay, summary
1	0	0	1	2	$1.39 or less
6	13	2	1	22	1.40 - 1.74
4	2	6	2	14	1.75 - 1.99
10	12	11	2	35	2.00 - 2.49
8	8	6	1	23	2.50 - 2.99
3	1	1	1	6	3.00 or more
5	6	2	0	13	No report
88	85	97	117	387	Not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	
					7. Reasons for termination
16	11	19	4	50	Still working for EWP employer
3	1	1	0	5	Job ended
3	10	4	2	19	Fired
4	0	0	0	4	Quit, pregnancy, child care problems
2	1	2	0	5	Quit, other health reasons
0	1	0	0	1	Quit, other job
0	0	0	1	1	Quit, other activities
1	0	0	0	1	Quit, jailed
7	14	2	1	24	Quit, other
1	4	0	0	5	No report
88	85	97	117	387	Not applicable
125	127	125	125	502	Total
					8. Overall performance rating
2.97	2.56	3.08	3.00	2.87	Mean
1.33	1.29	1.00	1.41	1.25	Standard deviation
32	32	25	8	97	Number
6	9	3	2	20	1-Entirely unsatisfactory and unpromising
5	7	1	0	13	2-Unsatisfactory, but showed signs of improvement
10	7	13	3	33	3-Adequate
6	7	7	2	22	4-Good
5	2	1	1	9	5-Outstanding
5	10	3	0	18	No report
88	85	97	117	387	Not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	
					9. Punctuality rating
3.36	3.46	3.62	2.88	3.42	Mean
1.17	1.23	0.98	1.55	1.17	Standard deviation
33	28	26	8	95	Number
2	1	1	2	6	1-Always late
6	6	1	1	14	2-
9	8	10	3	30	3-
10	5	9	0	24	4-
6	8	5	2	21	5-Never late
4	14	2	0	20	No report
88	85	97	117	387	Not applicable
125	127	125	125	502	Total
					10. Attendance rating
3.66	3.37	3.38	3.13	3.45	Mean
1.15	1.22	1.13	1.46	1.19	Standard deviation
32	30	26	8	96	Number
1	3	3	1	8	1-Seldom comes
4	4	1	2	11	2-
10	7	8	2	27	3-
7	11	11	1	30	4-
10	5	3	2	20	5-Always comes
5	12	2	0	19	No report
88	85	97	117	387	Not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	
					11. Notifies supervisor when (going to be) absent or late
3.76	3.33	3.38	2.63	3.43	Mean
1.58	1.49	1.53	1.69	1.55	Standard deviation
33	30	26	8	97	Number
5	6	5	3	19	1-Never notifies
4	2	2	1	9	2-
3	7	6	2	18	3-
3	6	4	0	13	4-
18	9	9	2	38	5-Always notifies
4	12	2	0	18	No report
88	85	97	117	387	Not applicable
125	127	125	125	502	Total
					12. Quality of work rating
3.25	2.97	3.12	2.75	3.08	Mean
0.98	1.03	0.88	1.58	1.03	Standard deviation
32	30	25	8	95	Number
1	3	2	2	8	1-Very inferior
6	5	1	2	14	2-
12	14	15	2	43	3-
10	6	6	0	22	4-
3	2	1	2	8	5-Outstanding
5	12	3	0	20	No report
88	85	97	117	387	Not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	
					13. Quantity of work rating
3.34	3.00	3.08	3.00	3.14	Mean
1.10	1.11	1.00	1.20	1.08	Standard deviation
32	30	25	8	95	Number
1	3	2	1	7	1-Does little
6	7	3	1	17	2-
12	9	13	4	38	3-
7	9	5	1	22	4-
6	2	2	1	11	5-Highly productive
5	12	3	0	20	No report
88	85	97	117	387	Not applicable
125	127	125	125	502	Total
					14. Speed of learning
3.53	3.13	3.12	3.38	3.28	Mean
1.22	1.14	1.13	1.60	1.20	Standard deviation
32	30	25	8	95	Number
2	3	2	2	9	1-Very slow
4	5	5	0	14	2-
10	10	9	1	30	3-
7	9	6	3	25	4-
9	3	3	2	17	5-Very quick
5	12	3	0	20	No report
88	85	97	117	387	Not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	
					15. Attitude towards work rating
3.39	2.57	2.88	3.00	2.97	Mean
1.34	1.36	1.21	1.53	1.35	Standard deviation
33	30	26	7	96	Number
3	8	4	1	16	1-No interest
7	9	6	2	24	2-
6	4	7	2	19	3-
8	6	7	0	21	4-
9	3	2	2	16	5-Outstanding
4	12	2	1	19	No report
88	85	97	117	387	Not applicable
125	127	125	125	502	Total
					16. Attitude towards authority rating
3.56	3.67	3.44	3.50	3.56	Mean
1.32	1.32	1.26	1.31	1.29	Standard deviation
32	30	25	8	95	Number
3	2	2	0	7	1-Hostile
4	4	4	2	14	2-
7	8	6	3	24	3-
8	4	7	0	19	4-
10	12	6	3	31	5-Cooperative
4	12	3	0	19	No report
89	85	97	117	388	Not applicable
125	127	125	125	502	Total

A	B	C	SL	ALL	
					17. General appearance
3.94	3.69	3.56	3.25	3.70	Mean
1.01	1.00	1.16	1.58	1.11	Standard deviation
32	29	25	8	94	Number
0	0	1	2	3	1-Very unsatisfactory
3	3	3	0	9	2-
8	11	9	2	30	3-
9	7	5	2	23	4-
12	8	7	2	29	5-Neat, well-groomed
5	13	3	0	21	No report
88	85	97	117	387	Not applicable
125	127	125	125	502	Total
					Date of EWP
2	3	2	2	9	December '71, or before
4	7	4	1	16	January '72 - June '72
3	16	5	2	26	July '72 - December '72
11	11	14	2	38	January '73 - June '73
14	3	3	1	21	July '73, or later
3	2	0	0	5	No report
88	85	97	117	387	Not applicable
125	127	125	125	502	Total

PART XI. SECOND FOLLOW-UP INTERVIEW
(MRP/NYC 10)

A	B	C	SL	ALL	
					Interviewing outcomes: second follow-up
85	95	99	74	353	10 completed
6	5	12	7	30	10A completed (self report)
6	2	1	5	14	Refused interview
0	1	0	1	2	Deceased
7	6	3	6	22	Armed forces
1	0	0	0	1	Working
2	4	1	0	7	Jail
11	6	5	26	48	Moved
0	1	0	0	1	Job Corps
7	7	4	6	24	Not interviewed, no other information
					1. Months over 18 years at time of interview. Summary.
25.61	15.66	19.22	21.65	20.32	Mean
11.26	7.12	7.37	8.86	9.38	Standard deviation
91	100	111	81	383	Number

A	B	C	SL	ALL	
					Months over 18 at time of interview (cont.)
0	0	0	1	1	None
1	3	1	4	9	1-5 months
12	23	15	7	57	6-11 months
9	43	34	10	96	12-17 months
18	14	25	21	78	18-23 months
16	14	23	24	77	24-29 months
18	2	9	12	41	30-35 months
8	1	4	0	13	36-41 months
6	0	0	2	8	42-47 months
3	0	0	0	3	48 months or more
					2. Years or months in neighborhood. Summary.
3.93	7.60	5.80	16.04	7.98	Mean
4.41	6.80	6.36	5.66	7.34	Standard deviation
85	95	99	74	353	Number
13	11	15	1	40	Less than 6 months
47	33	43	5	128	6 months to 4 years
14	19	14	4	51	5-8 years
4	6	11	5	26	9-12 years
5	14	3	8	30	13-16 years
2	12	12	49	75	17-20 years
0	0	1	2	3	21-24 years
40	32	26	51	149	No report

A	B	C	SL	ALL	
					4. Number of years lived in city
14	10	9	1	34	In city 10 years or less
69	85	90	72	316	In city more than 10 years
42	32	26	52	152	No report
					Years or months in city. Summary.
16.47	17.21	17.66	18.31	17.39	Mean
5.70	4.58	4.17	2.67	4.48	Standard deviation
83	92	99	72	346	Number
2	0	0	0	2	Less than 6 months
3	6	3	0	12	1-4 years
7	3	3	3	16	5-8 years
8	2	6	3	19	9-12 years
3	7	3	7	20	13-16 years
49	73	82	57	261	17-20 years
11	1	2	2	16	21-24 years
42	35	26	53	156	No report
					6. Where did you live before that?
3	1	2	0	6	SMSA of site city
6	0	0	0	6	Outside of SMSA, but within state of site SMSA
4	4	3	1	12	Outside of site SMSA's states
112	122	120	124	478	No report, not applicable
					7. How big a place was that?
3	2	1	1	7	Large city (100,000 or more)
3	1	2	0	6	Suburb of a large city
2	1	0	0	3	Small city (under 100,000)
4	1	2	0	7	Small town (10,000 or less)
113	122	120	124	479	No report, not applicable

A	B	C	SL	ALL	
					8. Marital status of respondent at time of interview
24	12	15	8	59	Married, living with spouse
16	4	7	10	37	Separated
4	0	4	0	8	Divorced
1	0	0	0	1	Widowed
46	84	84	63	277	Single, never married
34	27	15	44	120	No report
					10. Months married at time of interview. Summary.
28.71	23.46	19.43	26.53	25.45	Mean
20.71	14.13	11.25	14.58	17.14	Standard deviation
41	14	21	17	93	Number
2	0	2	2	6	0-3 months
2	0	2	0	4	4-5 months
5	3	0	2	10	6-11 months
7	3	6	1	17	12-17 months
5	3	3	1	12	18-23 months
2	1	4	3	10	24-29 months
6	1	1	2	10	30-35 months
1	1	3	2	7	36-41 months
1	1	0	4	6	42-47 months
10	1	0	0	11	48 months or more
84	113	104	108	409	No report, not applicable

A	B	C	SL	ALL	
				11.	With whom do you live now?
15	27	15	10	67	Both parents
0	1	1	0	2	Father only
16	36	27	38	117	Mother only
23	6	13	7	49	Husband or wife only
29	12	37	19	97	Alone
1	6	2	1	10	Spouse and other adults
6	10	10	4	30	Relatives other than parents, step-parents or spouse
0	2	0	1	3	Foster home, guardians
1	0	6	1	8	In institutional setting
34	27	14	44	119	No report
				12.	Number of children
1.10	0.64	0.68	0.95	0.83	Mean
0.86	0.71	0.86	0.85	0.84	Standard deviation
91	99	110	80	380	Number
23	49	57	29	158	No children
44	39	37	27	147	One child
19	10	10	23	62	Two children
4	1	6	1	12	Three children
1	0	0	0	1	Four children
34	28	15	45	122	No report

A	B	C	SL	ALL	
					Respondent's age when first child born
0	0	1	0	1	13
1	2	0	3	6	14
8	4	8	3	23	15
15	16	11	8	50	16
21	11	13	17	62	17
12	12	13	10	47	18
7	6	6	8	27	19
4	0	1	2	7	20 or more
57	76	72	74	279	No report
				12. & 13.	**Number of children living with respondent**
1.36	0.85	1.23	1.26	1.19	Mean
0.77	0.71	0.81	0.75	0.78	Standard deviation
68	49	53	51	221	Number
5	17	8	8	38	None
40	23	31	23	117	One
18	9	9	19	55	Two
4	0	5	1	10	Three
1	0	0	0	1	Four
57	78	72	74	281	No report, not applicable
				14.	**Number of children under 6 living with respondent**
6	17	8	8	39	None
39	23	31	23	116	One
19	9	9	19	56	Two
4	0	5	1	10	Three
57	78	72	74	281	No report, not applicable

A	B	C	SL	ALL	
					15. Sources of support at time of interview. More than 1 item will be chosen
13	22	12	18	65	Earnings of father and/or mother
2	9	4	9	24	Welfare payments to father and/or mother
0	1	1	0	2	Unemployment compensation to father and/or mother
0	5	1	0	6	Other income of father and/or mother
17	8	11	4	40	Earnings of husband (or wife)
0	0	1	0	1	Welfare payments to husband (or wife)
0	0	1	1	2	Other income of husband (or wife)
49	55	57	25	186	Own earnings or training allowance
34	15	26	32	107	Own welfare payments
0	0	1	1	2	Own unemployment compensation
6	3	11	5	25	Own other income
34	27	14	44	119	No report throughout Item 15
					16. Major source of support
9	28	12	25	74	Parental income
15	7	11	4	37	Spouse income
38	48	51	21	158	Own income
28	15	25	27	95	Own welfare
0	0	1	1	2	Own unemployment compensation
1	1	9	3	13	Own other income
0	1	2	0	3	Own income, major source not indicated
34	27	14	44	119	No report, not applicable

A	B	C	SL	ALL	
					Support combinations
1	1	2	3	7	Major source of support involves neither self nor spouse
6	3	10	3	22	Spouse only source
11	3	1	1	16	Spouse together with self
55	55	76	48	234	Self only source
4	3	4	1	12	Self together with spouse
7	9	8	4	28	Self together with parents
1	0	0	0	1	Self together with spouse and parents
6	26	10	21	63	Parents major source
34	27	14	44	119	No report
				17.	**Mean months in NYC**
12.25	11.17	12.95	11.81	12.08	Mean
8.86	7.70	8.14	8 17	8.21	Standard deviation
90	99	109	81	379	Number
				18.	**Mean months in Job Corps**
0.30	1.26	0.55	0.45	0.65	Mean
1.47	3.21	1.99	1.40	2.20	Standard deviation
91	99	110	80	380	Number
				19.	**Mean months in the MDTA**
0.17	0.09	0.14	0.09	0.12	Mean
0.91	0.43	0.96	0.79	0.80	Standard deviation
91	100	111	80	382	Number
				20.	**Mean months in other training**
0.24	0.23	0.26	0.09	0.21	Mean
1.41	1.24	1.16	0.43	1.14	Standard deviation
91	100	111	81	383	Number

A	B	C	SL	ALL		
					21.	Mean months in trade or business school
0.77	0.75	0.25	1.16	0.70		Mean
2.43	2.88	1.35	4.13	2.78		Standard deviation
90	100	111	81	382		Number
					22.	Mean months in military service
0.36	0.29	1.12	1.10	0.72		Mean
2.26	2.74	4.15	4.29	3.49		Standard deviation
91	100	111	80	382		Number
					23. & 24.	Kinds of first finished skill training
52	69	75	55	251		None
1	1	5	0	7		Professional, technical
22	9	19	14	64		Clerical and sales
11	6	6	7	30		Service
5	14	4	2	25		Crafts, trades, operatives
34	28	16	47	125		No response, not applicable
						Number of kinds of skill training mentioned
1.06	1.05	1.27	1.04	1.11		Mean
0.67	0.99	1.02	0.94	0.92		Standard deviation
91	99	109	78	377		Number

A	B	C	SL	ALL	
					Number of kinds of skill training mentioned (cont.)
13	28	27	27	95	None
64	47	41	26	178	One
10	18	29	20	77	Two
4	2	9	4	19	Three
0	3	3	1	7	Four
0	1	0	0	1	Five
34	28	16	47	125	No report, not applicable
					Number of kinds of skill training finished
0.47	0.36	0.41	0.36	0.40	Mean
0.59	0.62	0.70	0.58	0.63	Standard deviation
91	99	109	78	377	Number
52	69	75	55	251	None
35	23	25	19	102	One
4	7	7	4	22	Two
0	0	2	0	2	Three
34	28	16	47	125	No report, not applicable
					Summary of skill training
13	28	27	27	95	No skill training reported
38	42	47	28	155	Skill training reported, no skill training finished
10	9	17	10	46	Skill training reported and, some, but not all, finished
30	20	18	13	81	Skill training reported, and all reported finished
34	28	16	47	125	No report, not applicable

NOTE: Items 25-35 were skipped if respondent had been in the N

A	B	C	SL	ALL		
					36.	Ever returned to regu[illegible] full-time school?
18	6	16	15	55		Yes
65	89	83	59	296		No
42	32	26	51	151		No report, not applicable
					37.	Any part-time academic courses taken? (Outside of NYC)
32	20	42	45	139		Yes
52	74	56	29	211		No
41	33	27	51	152		No report, not applicable
					38.	Progress in resumed full-time or part time education
5	12	20	1	38		None
12	2	12	4	30		High school diploma
6	3	2	11	22		GED and grade 12 if not high school
4	1	4	7	16		Grade 11
2	0	5	7	14		Grade 10
0	5	2	8	15		Grades 9 or under
7	1	9	3	20		Some progress
2	1	2	2	7		Ready for GED, but didn't take test
1	0	0	0	1		Still in night school; will soon get diploma
3	0	0	6	9		Post-high school credits earned
83	102	69	76	330		No report, not applicable

A	B	C	SL	ALL		
					39.	Becoming a success is mainly a matter of luck; hard work doesn't help
11	20	15	10	56		1-Strongly agree
17	16	33	18	84		2-Somewhat agree
17	18	15	10	60		3-Somewhat disagree
40	41	36	36	153		4-Strongly disagree
40	32	26	51	149		No report
					40.	The wise person lives for today and lets tommorrow take care of itself.
21	26	31	30	108		1-Strongly agree
23	20	28	14	85		2-Somewhat agree
22	20	30	10	82		3-Somewhat disagree
19	29	10	20	78		4-Strongly disagree
40	32	26	51	149		No report
					41.	You have little influence over the things that happen to you
8	15	12	11	46		1-Strongly agree
16	18	29	16	79		2-Somewhat agree
28	25	32	14	99		3-Somewhat disagree
33	37	25	33	128		4-Strongly disagree
40	32	27	51	150		No report

A	B	C	SL	ALL		
					42.	It is hard to get ahead without breaking the law now and then
7	22	19	8	56		1-Strongly agree
23	13	24	20	80		2-Somewhat agree
19	10	20	6	55		3-Somewhat disagree
36	50	36	40	162		4-Strongly disagree
40	32	26	51	149		No report
					43.	Most people cannot be trusted
12	27	26	24	89		1-Strongly agree
36	29	48	20	133		2-Somewhat agree
25	21	15	14	75		3-Somewhat disagree
12	17	10	16	55		4-Strongly disagree
40	33	26	51	150		No report
					44.	You are generally enthusiastic about new plans
43	54	46	48	191		1-Strongly agree
37	36	48	20	141		2-Somewhat agree
4	3	5	2	14		3-Somewhat disagree
1	2	0	4	7		4-Strongly disagree
40	32	26	51	149		No report

A	B	C	SL	ALL	
					45. Most bosses have it in for you and give you a hard time
12	17	2	7	38	1-Strongly agree
14	9	25	18	66	2-Somewhat agree
24	25	42	14	105	3-Somewhat disagree
35	44	30	35	144	4-Strongly disagree
40	32	26	51	149	No report
					46. You feel happy:
28	43	25	30	126	1-Almost always
33	18	41	22	114	2-Usually
21	31	32	18	102	3-Sometimes
3	3	1	4	11	4-Almost never
40	32	26	51	149	No report
					47. You get even with people who wrong you as soon as you can
2	11	7	8	28	1-Almost always
7	7	13	8	35	2-Usually
31	42	41	14	128	3-Sometimes
45	35	37	44	161	4-Almost never
40	32	27	51	150	No report

A	B	C	SL	ALL	
					48. During your spare time, you have something you like doing
29	34	29	42	134	1-Almost always
27	28	34	15	104	2-Usually
26	30	27	12	95	3-Sometimes
3	3	8	5	19	4-Almost never
40	32	27	51	150	No report
					49. Teachers have it in for you and give you a hard time
2	10	4	5	21	1-Almost always
9	4	7	5	25	2-Usually
24	32	39	15	110	3-Sometimes
50	49	49	49	197	4-Almost never
40	32	26	51	149	No report
					50. You feel that you are a failure
3	6	1	3	13	1-Almost always
2	4	4	5	15	2-Usually
33	44	51	18	146	3-Sometimes
47	41	41	48	177	4-Almost never
40	32	28	51	151	No report

A	B	C	SL	ALL		
					51.	Chances of becoming a respected and law-abiding member of your community:
23	19	27	18	87		1-Excellent
55	63	60	47	225		2-Reasonably good
2	8	8	5	23		3-Not very good
5	3	2	3	13		4-Very unlikely
40	34	28	52	154		No report
					52.	Activities at time of interview. More than 1 item may be chosen.
39	45	37	14	135		Working full-time
9	6	8	9	32		Working part-time
1	0	3	0	4		Have a job but not at work
27	38	39	48	152		Not working, looking for wc
5	5	9	4	23		Not working, not looking for work
10	1	9	0	20		Unable to work
1	1	7	2	11		In the military service full-time
0	4	4	0	8		In jail
1	0	0	0	1		In a therapeutic community
3	5	1	4	13		In a training program
0	0	0	1	1		In Summer NYC
5	1	8	4	18		In school part-time
3	0	1	4	8		In school full-time
0	1	1	1	3		Homemaker, caring for family
0	0	3	1	4		Waiting to get into school
0	1	0	0	1		Going to agency looking for work
34	27	14	44	119		No report

A	B	C	SL	ALL	
					53. Did you do any work last week?
49	50	41	25	165	Yes
36	45	58	49	188	No
40	32	26	51	149	No report, not applicable
					54. Did you have a job, even though you didn't work last week?
0	1	6	2	9	Yes
36	44	52	46	178	No
89	82	67	77	315	No report, not applicable
					55. Were you looking for work last week?
19	30	28	34	111	Yes
17	14	24	12	67	No
89	83	73	79	324	No report, not applicable

A	B	C	SL	ALL	
				56.	Job hunting activities in past week. More than 1 item may be chosen.
2	2	0	1	5	Checked with school employment service
6	9	13	18	46	Checked with State Employment Service
3	3	1	1	8	Checked with private employment agency
6	11	14	15	46	Checked directly with employer
7	19	7	8	41	Answered ads
2	11	9	17	39	Checked with friends or relatives
1	0	1	0	2	Went out looking for work
2	0	0	1	3	Checked with welfare worker or parole officer
0	1	3	1	5	Checked with Urban League, CEP, or WIN
0	0	0	1	1	Taking Civil Service Exam
106	97	97	91	391	No report, not applicable
					Number of job-hunting activities in past week
1.53	1.87	1.71	1.85	1.77	Mean
0.77	0.86	0.76	0.93	0.84	Standard deviation
19	30	28	34	111	Number
12	12	13	15	52	One
4	11	10	11	36	Two
3	6	5	6	20	Three
0	1	0	2	3	Four
106	97	97	91	391	No report, not applicable

A	B	C	SL	ALL		
					57.	Reasons not looking for work last week:
2	3	0	1	6		In school or a work-training program
7	3	7	1	18		Sick, in hospital, or pregnant
0	0	1	0	1		Waiting to be called into military service
5	5	8	2	20		Homemaker caring for family and too busy at home
1	0	1	2	4		Believes no work available
1	2	1	1	5		Doesn't want to work at this time
1	1	0	0	2		In jail; therapeutic community
0	0	3	3	6		Waiting to hear of any opening; waiting to get into school
0	0	1	0	1		Out of town
108	113	103	115	439		No report, not applicable
					58.	Any civilian employment in the past year?
23	25	22	17	87		Yes
13	19	30	30	92		No
89	83	73	78	323		No report, not applicable

A	B	C	SL	ALL	
				59.	**Number of jobs in past year**
1.63	1.48	1.35	1.08	1.39	Mean
1.22	1.20	1.31	1.20	1.25	Standard deviation
85	98	106	79	369	Number
11	21	32	33	97	None
37	32	32	22	123	One
20	27	29	16	92	Two
10	12	7	2	31	Three
4	3	3	6	16	Four
3	3	3	0	9	Five, or more
40	29	19	46	134	No report
				61.	**Kind of work, most recent job**
					Professional or technical
1	0	2	1	4	Lab Technician
2	1	3	0	6	Other
3	1	5	1	10	Subtotal
					Clerical and sales
12	5	7	5	29	Office clerical
0	1	2	1	4	Sales clerical
10	5	8	4	27	Other
22	11	17	10	60	Subtotal
					Service
6	1	1	3	11	Health
1	1	2	1	5	Child care
6	8	7	4	25	Maintenance
8	8	10	5	31	Food
0	1	3	1	5	Laundry
0	3	0	2	5	Other
21	22	23	16	82	Subtotal

A	B	C	SL	ALL	
					Other
16	28	20	15	79	General labor
4	5	2	0	11	Construction
0	3	1	0	4	Mechanic, electrician
2	2	2	1	7	Service station, auto mechanic
5	4	2	2	13	Other
27	42	27	18	114	Subtotal
52	51	53	80	236	No response, not applicable
				62.	Hours per week, most recent job. Summary.
39.36	39.40	39.23	38.19	39.14	Mean
10.42	7.23	9.38	11.66	9.51	Standard deviation
72	75	68	43	258	Number
11	6	13	10	40	Less than 35 hours
55	66	46	29	196	35-48 hours
6	3	9	4	22	49 hours or more
53	52	57	82	244	No report, not applicable
				63.	Highest hourly rate of pay, most recent job. Summary.
2.50	2.61	2.25	2.19	2.41	Mean
1.05	0.95	0.77	1.08	0.97	Standard deviation
70	76	68	46	260	Number

A	B	C	SL	ALL	
					Highest hourly rate of pay, most recent job (cont.)
2	0	0	1	3	Less than $1.00
1	4	3	4	12	$1.00-$1.39
8	9	11	14	42	$1.40-$1.74
10	6	11	6	33	$1.75-$1.99
19	20	25	11	75	$2.00-$2.49
13	15	8	3	39	$2.50-$2.99
10	8	4	3	25	$3.00-$3.49
4	6	3	2	15	$3.50-$3.99
3	8	3	2	16	$4.00, or more
55	51	57	79	242	No report, not applicable
				64.	How did you find your most recent job?
2	3	4	3	12	State Employment Service
1	2	2	0	5	Private employment agency
35	36	30	20	121	Friends or relatives
0	0	3	5	8	School
2	0	0	0	2	Previous employer
12	4	10	4	30	Ads
4	13	7	1	25	NYC
12	10	10	9	41	Went to place of employment and asked about a job
2	6	3	1	12	Referred by other programs--Job Corps, WIN, CEP, CCY, HUB
55	53	56	82	246	No report, not applicable

A	B	C	SL	ALL	
				65.	Months in most recent job
5.93	7.10	6.47	4.11	6.09	Mean
7.41	8.08	8.11	5.44	7.54	Standard deviation
73	74	71	45	263	Number
9	9	7	5	30	Less than 1 month
16	13	16	8	53	1 month
8	5	10	10	33	2 months
20	13	14	12	59	3-5 months
3	10	7	5	25	6-8 months
17	24	17	5	63	9 months or more
52	53	54	80	239	No report, not applicable
				66.	Are you still employed in most recent job?
48	48	47	20	163	Yes
26	27	24	26	103	No
51	52	54	79	236	No report, not applicable
				68.	Reason no longer employed in most recent job
1	4	1	4	10	Fired
0	0	1	1	2	Returned to school or entered a training program
3	3	5	0	11	Pregnant; family responsibilities
0	0	2	2	4	Moved
0	1	0	1	2	In jail
2	1	2	2	7	Sick, injured, in hospital
0	0	1	0	1	Entered military service
2	5	2	7	16	Job ended
14	8	3	6	31	Dissatisfaction with, or disinterest in job
1	4	4	0	9	Other personal reasons
102	101	104	102	409	No report, not applicable

A	B	C	SL	ALL	
					69. Half months in various activities since July, 1972.
					Half months in NYC
3.69	3.85	3.16	1.61	3.15	Mean (half months)
6.89	7.86	6.97	3.67	6.69	Standard deviation
85	95	99	74	353	Number
60	65	76	61	262	None
7	11	5	3	26	1-3 months
7	7	7	10	31	4-6 months
7	3	3	0	13	7-9 months
3	4	6	0	13	10-12 months
1	5	2	0	8	13 or more months
40	32	26	51	149	No report
					Half months working full-time
9.65	11.90	8.54	5.47	9.05	Mean (half months)
10.08	10.88	9.92	8.10	10.09	Standard deviation
85	95	99	74	353	Number
23	26	36	42	127	None
19	10	22	10	61	1-3 months
20	18	13	6	57	4-6 months
4	9	8	10	31	7-9 months
5	15	6	4	30	10-12 months
14	17	14	2	47	13 months or more
40	32	26	51	149	No report
					Half months working part-time
1.48	1.33	1.68	1.74	1.55	Mean (half months)
3.70	4.05	4.17	4.24	4.03	Standard deviation
85	95	99	74	353	Number

A	B	C	SL	ALL	
					Half months working part-time (cont.)
69	77	78	55	279	None
8	11	10	11	40	1-3 months
7	2	8	5	22	4-6 months
0	4	1	2	7	7-9 months
1	0	2	1	4	10-12 months
0	1	0	0	1	13 months or more
40	32	26	51	149	No report
					Half months not working but looking for work
3.62	5.45	6.67	12.14	6.76	Mean (half months)
6.44	7.09	8.45	9.58	8.44	Standard deviation
85	95	99	74	353	Number
46	35	39	11	131	None
24	30	23	17	94	1-3 months
6	12	16	14	48	4-6 months
5	12	10	12	39	7-9 months
1	4	3	7	15	10-12 months
3	2	8	13	26	13 months or more
40	32	26	51	149	No report
					Half months not working but not looking for work
3.44	4.01	3.45	1.05	3.09	Mean (half months)
6.24	7.87	7.97	4.26	6.96	Standard deviation
85	95	99	74	353	Number
55	65	75	65	260	None
12	10	9	6	37	1-3 months
11	7	2	0	20	4-6 months
3	5	3	0	11	7-9 months
3	4	4	3	14	10-12 months
1	4	6	0	11	13 months or more
40	32	26	51	149	No report

A	B	C	SL	ALL	
					Half months unable to work
1.93	0.12	1.54	1.36	1.22	Mean (half months)
5.11	0.69	4.38	4.37	4.03	Standard deviation
85	95	99	74	353	Number
69	91	82	64	306	None
4	4	7	4	19	1-3 months
8	0	5	3	16	4-6 months
2	0	3	1	6	7-9 months
0	0	2	1	3	10-12 months
2	0	0	1	3	13 months or more
40	32	26	51	149	No report
					Half months in military service full-time
0.05	0.14	0.62	1.08	0.45	Mean (half months)
0.30	1.16	3.44	4.84	2.95	Standard deviation
85	95	99	74	353	Number
83	93	94	67	337	None
2	1	2	4	9	1-3 months
0	1	1	1	3	4-6 months
0	0	0	0	0	7-9 months
0	0	1	1	2	10-12 months
0	0	1	1	2	13 months or more
40	32	26	51	149	No report
					Half months in jail
0.27	0.25	0.24	0.80	0.37	Mean (half months)
1.76	1.65	2.31	2.98	2.20	Standard deviation
85	95	99	74	353	Number
83	91	97	68	339	None
0	3	1	2	6	1-3 months
2	0	0	2	4	4-6 months
0	1	0	2	3	7-9 months
0	0	1	0	1	10-12 months
0	0	0	0	0	13 months or more
40	32	26	51	149	No report

A	B	C	SL	ALL	
					Half months in Job Corps, or a training program like MDTA or OJT
0.68	1.19	0.44	0.35	0.68	Mean (half months)
2.77	3.81	2.43	1.22	2.78	Standard deviation
85	95	99	74	353	Number
79	79	95	67	320	None
2	10	1	7	20	1-3 months
3	3	1	0	7	4-6 months
0	2	2	0	4	7-9 months
1	1	0	0	2	10-12 months
0	0	0	0	0	13 months or more
40	32	26	51	149	No report
					Half months in school part-time
0.41	0.06	0.12	0.42	0.24	Mean (half months)
1.79	0.46	1.11	1.38	1.26	Standard deviation
85	95	99	74	353	Number
80	93	97	66	336	None
3	2	1	7	13	1-3 months
2	0	1	1	4	4-6 months
40	32	26	51	149	No report
					Half months in school full-time
0.84	0.24	0.81	1.03	0.71	Mean (half months)
4.04	1.72	3.58	3.76	3.36	Standard deviation
85	95	99	74	353	Number
81	92	93	68	334	None
0	2	1	1	4	1-3 months
1	0	2	2	5	4-6 months
1	1	1	2	5	7-9 months
2	0	2	1	5	10-12 months
0	0	0	0	0	13 months or more
40	32	26	51	149	No report

A	B	C	SL	ALL	
					Months in other activities
1.27	0.08	0.73	0.46	0.63	Mean
4.76	0.56	3.84	2.18	3.29	Standard deviation
85	95	99	74	353	Number
80	93	91	70	334	No other activities reported
5	1	8	4	18	Number, other activities
40	32	26	51	149	No report
					Activity in first half of July, 1972
24	27	26	11	88	Working full-time
4	6	7	2	19	Working part-time
0	0	0	1	1	Had a job, but not at work
10	15	20	24	69	Not working, looking for work
9	10	14	3	36	Not working, not looking for work
10	1	4	5	20	Unable to work
2	1	3	6	12	In the military service
1	0	0	4	5	In jail
21	27	20	14	82	In NYC
4	7	5	4	20	Other (in school or training program)
40	33	26	51	150	No report

A	B	C	SL	ALL	
					Number of months of continu-unemployment from July 1,1972
0.53	0.57	1.34	2.07	1.09	Mean
1.95	1.63	2.97	3.54	2.66	Standard deviation
85	93	99	74	351	Number
76	76	79	50	281	None
2	4	1	1	8	One
2	6	2	6	16	Two
1	1	1	1	4	Three
0	1	2	1	4	Four
0	2	2	0	4	Six
0	0	1	0	1	Seven
0	1	1	2	4	Eight
4	2	10	13	29	Nine, or more
40	34	26	51	151	No report
				70.	What kind of work would you really like to be doing ten years from now?
2	2	5	0	9	Out of the labor force, not working
1	0	1	0	2	General success goal only
8	11	6	1	26	Undecided
1	1	1	0	3	Unspecific, general area of interest indicated
26	17	25	13	81	Professional, technical
27	19	27	24	97	Clerical and sales
16	14	22	25	77	Service
9	36	22	18	85	Crafts, trades, other
35	27	16	44	122	No report

A	B	C	SL	ALL	
					71. Chances of getting desired kind of work
1.95	1.98	2.06	2.06	2.01	Mean
0.94	0.80	0.87	0.83	0.86	Standard deviation
82	89	99	80	350	Number.
30	23	26	21	100	1-Very good
37	52	49	37	175	2-Fairly good
6	8	16	18	48	3-Not so good
9	6	8	4	27	4-Unlikely
43	38	26	45	152	No report, not applicable
					72. Impediments to goal achievement. More than 1 item may be chosen.
6	5	9	9	29	Lack of jobs
4	3	4	2	13	Discrimination
7	5	8	1	21	Family problems
1	1	0	1	3	Military service
2	7	6	7	22	Police record
31	40	43	23	137	Lack of education
5	4	5	0	14	Health problems
7	8	6	8	29	Transportation problems
1	0	2	2	5	Other
47	43	35	52	177	No report, not applicable
					Number of impediments. Summary.
0.82	0.88	0.92	0.73	0.84	Mean
0.88	0.87	0.80	0.69	0.81	Standard deviation
78	84	90	73	325	Number

A	B	C	SL	ALL	
					Number of impediments (cont.)
30	31	30	29	120	None
38	38	39	36	151	One
6	11	19	7	43	Two
2	3	2	1	8	Three
2	1	0	0	3	Four
47	43	35	52	177	No report, not applicable
				76.	Would you mind if we asked your supervisor for some information about your job?
6	8	9	5	28	Yes
64	66	56	42	228	No
55	53	60	78	246	No report, not applicable
				79.	Interviewer's impressions of employability handicaps
62	84	89	68	303	None
1	0	0	0	1	Appearance only
14	5	5	3	27	Attitude and appearance
5	0	3	0	8	Physical characteristics or conditions
3	5	2	3	13	Cognition and/or communication
0	1	0	0	1	Other restrictions
40	32	26	51	149	No report
					Date of second follow-up interview (Mean)
21Aug73	7Sep73	30Aug73	26Aug73	29Aug73	Mean
40.18	36.32	25.01	45.86	37.11	Standard deviation
91	99	111	81	382	Number

PART XII. EMPLOYEE WORK PERFORMANCE REPORT
(MRP/NYC 11)

A	B	C	SL	ALL	
					EWP mailings and results
28	31	34	17	110	Completed after one mailing
17	14	10	10	51	Completed after two or more mailings
1	1	1	0	3	Returned by Post Office
3	0	0	0	3	Not returned by Post Office, presumed to have been delivered
0	0	1	1	2	Returned by employer (training program)
3	2	4	1	10	Returned, employee unknown to employer
12	13	11	6	42	EWP not mailed (no permission, inadequate address or information)
61	66	64	90	281	Not applicable, no employer
					3. What did employee do?
2	0	1	0	3	Professional, technical
11	5	8	5	29	Clerical and sales
12	4	16	9	41	Service
19	36	17	12	84	Craftsmen, tradesmen, operatives
0	0	1	0	1	Miscellaneous
81	82	82	99	344	No report
					4. Period of employment. Mean days worked.
203.73	218.30	190.69	174.52	199.38	Mean
239.12	185.00	196.79	259.56	214.85	Standard deviation
40	41	43	23	147	Number

A	B	C	SL	ALL		
						Number of months employed
6	2	3	0	11		Less than 2 weeks
5	4	8	8	25		One month
4	3	5	3	15		Two months
2	4	6	5	17		Three months
5	4	4	2	15		Four months
3	7	1	1	12		Five months
1	0	1	0	2		Six months
4	3	0	0	7		Seven months
0	1	2	1	4		Eight months
10	13	13	3	39		Nine months or more
85	86	82	102	355		No report
					5.	Number of hours worked per week
39.45	39.74	37.26	36.42	38.49		Mean
5.47	2.54	6.60	9.80	6.09		Standard deviation
44	43	42	20	149		Number
4	1	7	4	16		34 hours, or less
39	42	35	16	132		35-48 hours
1	0	0	0	1		49 hours or more
81	84	83	105	353		No report
					6.	Highest hourly rate of pay
$2.46	$2.83	$2.38	$2.14	$2.51		Mean
0.70	1.04	0.78	0.83	0.88		Standard deviation
41	45	40	23	149		Number

A	B	C	SL	ALL	
					Highest hourly rate of pay (cont.)
1	0	0	0	1	Less than $1.00
0	0	2	1	3	$1.00-$1.39
5	4	6	6	21	$1.40-$1.74
8	3	3	5	19	$1.75-$1.99
11	14	13	5	43	$2.00-$2.49
9	8	7	4	28	$2.50-$2.99
5	5	6	1	17	$3.00-$3.49
0	5	2	0	7	$3.50-$3.99
2	6	1	1	10	$4.00, or more
84	82	85	102	353	No report
				7.	Reason for termination from job
18	18	20	8	64	Still working for EWP employer
4	6	3	2	15	Job ended
2	9	8	8	27	Fired
1	0	1	0	2	Quit: pregnancy, child care problems
4	1	2	2	9	Quit: health problems
2	2	2	0	6	Quit: other job
1	0	2	1	4	Quit: training, school, Armed Forces
1	0	0	0	1	Quit: jailed
1	0	0	0	1	Quit: moved
12	9	6	5	32	Quit: no reason given, lack of interest
79	82	81	99	341	No report

A	B	C	SL	ALL	
					8. Overall performance rating
3.40	2.85	2.82	2.26	2.90	Mean
1.10	1.16	1.08	1.25	1.19	Standard deviation
40	39	40	23	142	Number
3	7	7	9	26	1-Entirely unsatisfactory and unpromising
6	6	5	4	21	2-Unsatisfactory, but showed signs of improvement
7	14	17	6	44	3-Adequate
20	10	10	3	43	4-Good
4	2	1	1	8	5-Outstanding
85	88	85	102	360	No report
					9. Punctuality rating
3.47	3.13	3.33	3.00	3.27	Mean
0.96	1.24	0.99	1.08	1.07	Standard deviation
40	35	40	20	135	Number
3	4	0	1	8	1-Always late
4	6	10	6	26	2-
13	8	13	6	40	3-
16	13	13	6	48	4-
4	4	4	1	13	5-Never late
85	92	85	105	367	No report
					10. Attendance rating
3.76	3.03	3.32	2.94	3.31	Mean
1.05	1.19	1.11	1.11	1.14	Standard deviation
39	36	41	20	136	Number

A	B	C	SL	ALL	
					Attendance rating (cont.)
1	4	4	1	10	1-Seldom comes
5	8	8	7	28	2-
7	9	10	7	33	3-
18	12	14	3	47	4-
8	3	5	2	18	5-Always comes
86	91	84	105	366	No report
					11. Notifies supervisor when absent or late
4.09	3.16	3.49	2.89	3.47	Mean
1.23	1.46	1.42	1.41	1.43	Standard deviation
39	36	39	21	135	Number
5	8	8	5	26	1-Never notifies
3	5	4	2	14	2-
7	7	6	5	25	3-
6	7	9	7	29	4-
18	9	12	2	41	5-Always notifies
86	91	86	104	367	No report
					12. Quality of work rating
3.76	3.13	3.03	2.84	3.22	Mean
0.75	1.04	0.74	1.17	0.96	Standard deviation
38	35	40	21	134	Number
0	4	3	2	9	1-Very inferior
3	1	6	7	17	2-
13	18	24	7	62	3-
17	10	6	3	36	4-
5	2	1	2	10	5-Outstanding
87	92	85	104	368	No report

A	B	C	SL	ALL	
					13. Quantity of work rating
3.74	3.13	2.97	2.67	3.18	Mean
0.79	0.94	0.94	1.08	0.99	Standard deviation
39	35	40	20	134	Number
0	3	7	2	12	1-Does little
3	3	3	8	17	2-
15	18	21	6	60	3-
14	10	8	3	35	4-
7	1	1	1	10	5-Highly productive
86	92	85	105	368	No report
					14. Speed of learning rating
3.85	3.25	2.91	2.47	3.20	Mean
0.89	1.08	0.85	1.43	1.13	Standard deviation
39	35	39	21	134	Number
1	2	5	7	15	1-Very slow
4	6	5	3	18	2-
11	13	23	6	53	3-
13	10	5	3	31	4-
10	4	1	2	17	5-Very quick
86	92	86	104	368	No report
					15. Attitude towards work rating
3.82	2.88	2.91	2.61	3.12	Mean
0.94	1.05	1.27	1.20	1.19	Standard deviation
40	36	39	20	135	Number
2	4	8	4	18	1-No interest
2	7	8	5	22	2-
13	16	10	7	46	3-
14	7	9	3	33	4-
9	2	4	1	16	5-Outstanding
85	91	86	105	367	No report

A	B	C	SL	ALL	
				16.	Attitude toward authority rating
4.12	3.41	3.60	3.28	3.65	Mean
0.91	1.19	1.17	1.23	1.15	Standard deviation
40	35	39	20	134	Number
2	3	3	2	10	1-Hostile
3	6	4	3	16	2-
6	7	11	7	31	3-
14	14	12	5	45	4-
15	5	9	3	32	5-Cooperative
85	92	86	105	368	No report
				17.	General appearance rating
3.94	3.48	3.63	2.94	3.58	Mean
1.01	1.06	1.09	1.16	1.10	Standard deviation
39	34	39	20	132	Number
1	2	2	3	8	1-Very unsatisfactory
2	2	5	3	12	2-
11	12	13	8	44	3-
13	13	10	5	41	4-
12	5	9	1	27	5-Neat, well-groomed
86	93	86	105	370	No report

A	B	C	SL	ALL	
				18.	Comments or suggestions
5	3	5	1	14	Very helpful, good employee, outstanding
1	0	1	0	2	Started poorly, improving
0	2	3	0	5	Works well when there, undependable
4	3	4	2	13	Worked only briefly, not good employee
1	1	0	1	3	Personal problems made for negative behavior
0	0	1	0	1	Hostile to co-workers, attitude poor
114	118	111	121	464	No report